



Australian Government

Department of Education, Employment and Workplace Relations

CUVICS01B Contribute to workplace improvements

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This competency standard covers the skills required to observe the workplace and to generate ideas for improvement within the cultural industries. This entails being able to identify areas for improvement, generate appropriate ideas or solutions and evaluate their appropriateness. The standard relates to entry-level positions in the cultural industries and may include jobs such as assistant stage manager, arts administration assistant or photographer's assistant. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify areas for improvement.	<p>1.1 Own role and others are clearly identified.</p> <p>1.2 Opportunities for improvement are identified.</p> <p>1.3 <i>Area for improvement</i> is carefully checked and clarified.</p>
2 Generate ideas for improvement.	<p>2.1 A range of <i>ideas/solutions</i> is generated.</p> <p>2.2 Information relevant to <i>ideas</i> is gathered.</p> <p>2.3 Ideas are reviewed for relevance and practicality.</p> <p>2.4 Suitable idea/s are developed further.</p>
3 Discuss idea/s with others.	<p>3.1 <i>People</i> who can contribute to the idea/s for improvement are identified.</p> <p>3.2 Appropriate <i>communication method</i> is selected.</p> <p>3.3 <i>Feedback</i> on idea/s is sought, discussed and considered.</p> <p>3.4 Proposed idea/s for improvement is reviewed and developed in response to feedback.</p>
4 Develop the idea/s for improvement.	<p>4.1 <i>Process</i> for implementing idea/s is planned and explored.</p> <p>4.2 Idea/s for improvement is presented to appropriate people.</p>
5 Review the proposed improvement.	<p>5.1 Process for development and implementation of idea/s is reviewed.</p>

Required Skills and Knowledge

Required Skills and knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills:

- literacy skills to read and interpret workplace procedures and work instructions
- communication, interpersonal and customer service skills in a socially diverse context
- ability to accept positive and negative feedback
- ability to observe details and changes
- ability to experiment with ideas
- presentation skills
- ability to recognise limitations and ask for help where needed
- ability to listen to ideas and opinions of others with an open mind.

Required knowledge:

- knowledge of organisational structure
- health and safety procedures
- cultural difference
- evaluation and review procedures
- creative thinking techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- observation of problems and development ideas/suggestions for improvements to processes, procedures or systems in the workplace
- understanding of own role and the role of others
- ability to develop and evaluate own ideas and consult with relevant others.

EVIDENCE GUIDE

Context of and specific resources for assessment

The assessment context must provide for:

- interaction with others to reflect the collaborative nature of the improvement process.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate participating in discussions and other collaborative activities to develop ideas
- oral or written questioning to assess knowledge of processes for developing and implementing ideas for improvement within the workplace
- presentation of a collection of relevant information, planning, and steps to implement identified improvements.

This competency standard should be assessed with other standards that make up a specific job function for a specific context within the cultural industries.

Standards may include the following:

- CUFRES401A Conduct research
- FNSICGEN402B Participate in negotiations
- BSBCMM401A Make presentations
- CUVPHI04B Apply photoimaging lighting techniques
- CUVCRS08B Document the work progress
- CUVCRS02B Select sites and plan work

Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Checking the ***area for improvement*** involves:

- asking questions
- observing problems
- understanding current procedures and processes.

Ideas/solutions might be generated by:

- developing checklists and/or plans
- talking to colleagues or supervisors
- using brainstorming techniques
- visualising different ways of working.

Ideas might be developed by:

- the resources needed
- thinking through all aspects of the idea/s
- time required and so on.

People who may contribute include:

- those who can challenge, support, fund, promote or provide technical knowledge for the idea/s.

Communication methods may include:

- by email
- by telephone
- face to face
- in a meeting
- in writing.

RANGE STATEMENT

Seeking, discussing and considering *feedback* refers to:

- actively listening
- asking questions
- clarifying understanding and accepting the opinions and ideas of others
- occupational health and safety considerations should be taken into account as well as cross-cultural implications.

Planning the *process* includes:

- identifying all the steps required for implementing the idea/improvement.

Reviewing the *process* might involve:

- aspects that worked really well
- identifying possible solutions for future action
- identifying problems that were encountered.

Unit Sector(s)

Not Applicable