



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUVOPA405A Obtain opal**

**Release: 1**

## CUVOPA405A Obtain opal

### Modification History

Version	Comments
CUVOPA405A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to procure rough opal from a variety of sources.

### Application of the Unit

Those required to investigate and obtain rough opal using appropriate standards and protocols apply the skills and knowledge in this unit. The unit involves identifying the various sources of rough opal to determine the most cost-effective source for obtaining opal for a particular market.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

## Elements and Performance Criteria

1. Investigate markets for opal products	1.1 Review the <b>market for cut and polished opals</b> 1.2 Identify the market segment for which the opal is to be obtained
2. Investigate sources of rough opal	2.1 Identify sources of rough opal and method of obtaining rough opal 2.2 Determine various sources of opal, and procedures and protocol to be followed 2.3 Investigate the benefits of <b>buying parcels of classed opal</b> (whole or part) or buying single rough opal stones
3. Source opal	3.1 Comply with accepted <b>protocols and ethics</b> when sourcing opal 3.2 Use negotiation to solve problems and finalise interaction

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - contact sellers and bargain for rough opal
  - effectively negotiate to obtain opal
  - show respect when communicating with people from diverse backgrounds
  - work with people from diverse backgrounds
- critical thinking and analytical skills to:
  - investigate sources and markets for rough opal
  - assess the value of a parcel or individual stone
- initiative and enterprise skills to negotiate for opals and comply with accepted protocols and ethics
- problem-solving skills to handle contingencies and finalise interaction
- numeracy skills to negotiate price in obtaining opals.

### Required knowledge

- sources of opal
- industry protocol and ethics
- potential markets.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• identify sources and methods for obtaining opals, advantages and disadvantages of each, and the accepted procedures and protocols for obtaining rough opal</li> <li>• obtain rough opal.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• various samples of rough opal and suppliers of rough opal.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• observation of processes and procedures</li> <li>• oral and/or written questioning on underpinning knowledge and skills</li> <li>• review of portfolios of evidence</li> <li>• review of third-party workplace reports of on-the-job performance by candidate.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector workplace and job role is recommended.</p>

## 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.*

<p><b><i>Market for cut and polished opals</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• boutique jewellers</li> <li>• craft stores or markets</li> <li>• gemstone dealers</li> <li>• hobby jewellers</li> <li>• internet auction sites</li> <li>• internet marketing</li> <li>• retail and wholesale jewellers</li> <li>• rock and gem shows</li> <li>• souvenir markets.</li> </ul>
<p><b><i>Sources of rough opal</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• gem and rock clubs</li> <li>• internet</li> <li>• lapidary supply shops</li> <li>• mining operation</li> <li>• noodling</li> <li>• opal buyers</li> <li>• opal miners</li> <li>• opal-specific stores</li> <li>• retail rock shops</li> <li>• rock and gem shows</li> <li>• trading newspapers</li> <li>• trash and treasure meets</li> <li>• wholesale opal dealers.</li> </ul>
<p><b><i>Buying parcels of classed opal</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• considering whether the whole parcel is of use and determining whether to on-sell a segment of the parcel</li> <li>• determining whether the price is appropriate</li> <li>• negotiating the price</li> <li>• paying extra for segment</li> <li>• splitting the parcel</li> <li>• understanding how the parcel price was established</li> <li>• verifying the origin, who has seen the parcel, that the opal has been classed and how long it has been for sale.</li> </ul>
<p><b><i>Protocol and ethics</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• binding nature of handshake deals</li> <li>• complying with noodling requirements</li> <li>• ensuring agreement of all parties</li> </ul>

	<ul style="list-style-type: none"><li>• keeping transactions between parties private</li><li>• making appointments before visiting</li><li>• not entering unattended claims or property</li><li>• respecting privacy and property.</li></ul>
--	--

## **Unit Sector(s)**

Opal cutting and polishing