



Australian Government

Department of Education, Employment and Workplace Relations

CUVRES502A Analyse cultural history and theory

Release: 1

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Modification History

Version	Comments
CUVRES502A	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 research, analyse and debate cultural history and theory, and to use those processes to develop individual approaches to creative work.

Application of the Unit

People working across all cultural sectors enrich their professional practice through their understanding of cultural history and theory.

This unit may also apply to individuals working much more broadly in business and community roles.

History and theory may cover a particular period of time, a particular area of cultural practice, a particular social issue, or be broader in nature.

At this level, a person engages in a largely independent research process that begins to inform practice at a professional level. The research may be guided by others in terms of its scope and objectives.

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

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

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

<p>1. Select a focus for cultural research</p>	<p>1.1. Select a focus for research in consultation with others based on <i>individual needs and perspectives</i></p> <p>1.2. Make an initial determination of the information and ideas to be sought</p> <p>1.3. Challenge own <i>assumptions and preconceptions</i> about the research process and potential information sources</p> <p>1.4. Select relevant <i>historical and contemporary sources</i> for investigation</p>
<p>2. Conduct critical analysis</p>	<p>2.1. Seek out and compare the critical views of <i>others</i> in chosen area of inquiry</p> <p>2.2. Investigate issues around the historical and contemporary production, interpretation, promotion and consumption of culture</p> <p>2.3. Allow the process of analysis to take exploration of issues in <i>new and unintended directions</i></p>
<p>3. Discuss cultural history and theory</p>	<p>3.1. Develop <i>substantiated opinions and ideas</i> about cultural history and theory</p> <p>3.2. Make informed contributions to discussions of cultural history and theory</p> <p>3.3. Encourage and participate in open and constructive discussion</p>
<p>4. Develop own practice from research</p>	<p>4.1. Determine potential for <i>integration of research findings</i> into own work</p> <p>4.2. Relate cultural history and theory to <i>professional practice issues</i></p> <p>4.3. Recognise connections and associations between history and theory and contemporary cultural practice</p> <p>4.4. Develop ideas about how research might impact on or enrich own professional practice and its future direction</p>

Required Skills and Knowledge

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

Required skills

- communication skills to participate in debate and discussion of cultural history and theory
- critical thinking skills to analyse information and develop substantiated positions about cultural history and theory
- initiative and enterprise skills to use, challenge and adapt research to develop own professional practice
- literacy skills to interpret varied information sources dealing with at times complex ideas
- learning and self-management skills to use the research process as a professional development tool
- planning and organising skills to set up and undertake a research process.

Required knowledge

- ways of selecting a meaningful individual research focus
- opportunities offered by cultural history and theory in terms of value to a developing professional practice in the arts and in the broader community
- intellectual property issues and legislation and how they relate to the research process.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • select an appropriate research focus • analyse cultural ideas and information and develop substantiated positions to support professional practice • participate in informed discussion of cultural history and theory.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a range of cultural history and theory information sources.
Method of assessment	<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"> • evaluation of presentation or documentation prepared by the candidate explaining research processes and how issues surrounding history and theory have been incorporated into work • evaluation of case studies to assess ability to research and use different types of information • evaluation of the candidate’s cultural literacy skills and ability to recognise, review and analyse different cultural productions, artworks, artistic values, artists, performers or authors • questioning and discussion about candidate’s intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <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>
Guidance information	<p>Holistic assessment with other units relevant to the industry</p>

for assessment	sector, workplace and job role is recommended.
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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><i>Individual needs and perspectives</i> may be influenced by:</p>	<ul style="list-style-type: none"> • art form focus • commercial aspirations or requirements • discussions and ideas of others • materials and processes • presence of a multidisciplinary focus • previous research • techniques used in own practice.
<p><i>Assumptions and preconceptions</i> may relate to:</p>	<ul style="list-style-type: none"> • different cultural responses to research • how information is presented • level of formality required in the research process • own preconceptions • preconceptions of others • what types of research are acceptable • where to find information.
<p><i>Historical and contemporary sources</i> may include:</p>	<ul style="list-style-type: none"> • artworks • commercial brief • critical writing • events • exhibitions • experiences of self or others • films • images • internet • music • objects • other people • performances • presentations • printed texts • technical information.
<p><i>Others</i> may include:</p>	<ul style="list-style-type: none"> • arts critics • other artists • peers • teachers.

<p><i>New and unintended directions</i> may be those which:</p>	<ul style="list-style-type: none"> • challenge preconceptions about work process and outcomes • generate completely new ideas • lead the individual to work in a different medium • take the individual back to earlier ideas.
<p><i>Substantiated opinions and ideas</i> are:</p>	<ul style="list-style-type: none"> • grounded in appropriate research • the result of rational and logical thought • subjected to the analysis of others (e.g. peer review) • supported by relevant information.
<p><i>Integration of research findings</i> may relate to:</p>	<ul style="list-style-type: none"> • design strategies • genres • ideas and themes • materials • media • motifs • processes • styles • techniques • technologies.
<p><i>Professional practice issues</i> may relate to:</p>	<ul style="list-style-type: none"> • marketing and promotion of work • need for collaboration • need for further research and development time • new opportunities.

Unit Sector(s)

Knowledge management – research