Australian Government

Department of Education, Employment and Workplace Relations

CUVRES601A Extend cultural research expertise

Release: 1

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Modification History

Version	Comments
CUVRES601A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to extend and refine individual cultural research capability, both in the context of own practice and as part of the broader cultural context.

Application of the Unit

Independent professional practice in the creative industries involves the ability to research and engage with current cultural debate and with cultural history and theory.
At this level, the practitioner engages in a self-directed independent research process.

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
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.*

Innovation and Business Skills Australia

Elements and Performance Criteria

1. Situate own practice in the wider context	1.1. Reflect on the nature of own practice and its relationship to the ***broader contemporary cultural context***
	1.2. Explore the relationship of individual practice to particular aspects of cultural history and theory
	1.3. Consider how own work connects to or diverges from the work of other professionals
	1.4. Analyse the ways in which individual practice has evolved, and the influences that have affected this evolution
2. Extend research capability	2.1. Investigate ***ways to extend individual research*** to support professional practice and self-development
	2.2. Develop potential areas of research based on current or planned developments in practice and broader areas of interest
	2.3. Conduct in-depth analysis of critical writing as part of an ongoing research practice
3. Refine and articulate own positions and ideas	3.1. Evolve personal ideas based on developing research activity and ***critical analysis***
	3.2. Participate in ***current cultural debate*** with peers and within the wider community
	3.3. Seek and apply critical feedback from others
	3.4. Develop ***substantiated ideas*** on cultural topics
	3.5. Develop and present information in formats that meet ***professional and relevant academic standards and conventions***

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - articulate complex arguments
  - participate in debate and discussion of cultural history and theory
- analytical and literacy skills to:
  - examine the nature of own practice and its place in the wider context
  - analyse varied information sources dealing with complex ideas
- initiative and enterprise skills to seek proactive involvement in cultural debate
- planning and organising skills to set up and undertake a research process
- learning and self-management skills to extend individual research capability through self-directed projects
- technology skills to:
  - present information in appropriate formats
  - use the web as a research tool.

Required knowledge

- potential research opportunities for individual cultural practice
- range of historical and contemporary critical writing relevant to individual research focus
- conventions for the presentation of information and ideas
- 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	Evidence of the ability to: • interrogate own practice to a depth that allows the candidate to make connections with the broader cultural context • develop a professional research capability in the area of cultural history and theory • articulate and present complex ideas following appropriate conventions.
Context of and specific resources for assessment	Assessment must ensure access to: • a range of cultural history and theory information sources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of research projects undertaken by the candidate • evaluation of the candidate's cultural literacy skills and ability to recognise, review and analyse different cultural productions, artworks, artistic values, artists, performers and 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. 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.

Broader contemporary cultural context may be:	• economic • environmental • geographic • heritage • historical • local, national and international • political • philosophical • social and cultural • style or design related.
Ways to extend individual research may involve:	• community engagement • connecting to areas of research beyond the obvious • further study • greater levels of specialisation and depth in research • mentored reflection • self-analysis.
Critical analysis may involve:	• adapting • analysing and evaluating actions and policies • challenging • clarifying issues, values and standards • comparing similar situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • critical path process • debate and discussion • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • judging • leap of faith • making connections between seemingly unrelated

	information • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • openness • questioning • reading and listening critically • reflecting.
Current cultural debate may relate to:	• arts education • arts funding • artists' rights • emerging trends and practices • government policy • philosophical issues.
Substantiated ideas are:	• grounded in appropriate research • the result of rational and logical thought • supported by relevant information • subjected to the analysis of others (e.g. peer review).
Professional and relevant academic standards and conventions may relate to:	• copyright and intellectual property • cultural considerations • presentation of work • referencing protocols • report writing • use of terminology.

Unit Sector(s)

Knowledge management – research