



Australian Government

CUAATS511 Plan Aboriginal and/or Torres Strait Islander cultural arts projects

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to research and plan projects that represent a diversity of cultural arts practices of Aboriginal and/or Torres Strait Islander artists, with an understanding of international context.

The unit applies to individuals who may be working autonomously or with others, as project officers, assistant managers or managers in the Aboriginal and/or Torres Strait Islander cultural arts industry. Individuals could be working in urban, regional, rural or remote settings. The work environment could involve interactions with artists and their communities in contexts such as cultural centres, arts centres, cooperatives, commercial galleries, public galleries, museums, retail outlets, community projects, exhibitions, events and festivals.

This unit reflects the diversity of Aboriginal and/or Torres Strait Islander cultures and their cultural arts practices. It emphasises the importance of Aboriginal and/or Torres Strait Islander peoples controlling their own cultural heritage and identity.

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

Unit Sector

Aboriginal and/or Torres Strait Islander – Cultural arts

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop project concept	1.1 Research information on diversity of local, regional and national Aboriginal and/or Torres Strait Islander cultural arts practices 1.2 Identify ideas for project concept using researched information

ELEMENT	PERFORMANCE CRITERIA
	1.3 Review project concept in context of international indigenous arts industry 1.4 Determine project purpose, participants, audience and realistic budget parameters in consultation with required personnel 1.5 Summarise and record project concept in required format
2. Evaluate practical implications	2.1 Record logistical requirements of project 2.2 Determine strategies for supporting artists, their families and communities and their active involvement with project 2.3 Address legal and ethical requirements of the project 2.4 Identify and assess project risks 2.5 Plan strategies to minimise environmental impact and address sustainability
3. Research budget information	3.1 Identify key expenditure items for project budget 3.2 Determine potential sponsorship, funding and revenue opportunities for project 3.3 Identify potential informal sources of in-kind support
4. Produce project plan	4.1 Develop project plan and record scope, purpose and intended outcomes of project 4.2 Apply required cultural protocols to project plan 4.3 Consult with artists, their families and communities, and other relevant stakeholders as required 4.4 Incorporate time, budget and risk factors and roles and responsibilities into project plan 4.5 Prepare project evaluation strategy that includes artists, their families and communities and other relevant stakeholders

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> Builds knowledge of diverse indigenous cultural arts through self-directed learning and different research strategies Sets own learning challenges, using research opportunities to develop knowledge and insight Extends understanding of own legal rights and responsibilities
Numeracy	<ul style="list-style-type: none"> Uses mathematical formulas and calculations to estimate and plan project costs and timeframes

SKILL	DESCRIPTION
Oral communication	<ul style="list-style-type: none"> Participates in verbal exchanges in different contexts, showing complex use of language and in-depth understanding of subject matter Selects required communication protocols in different work contexts Identifies communication requirements to suit audience and purpose
Reading	<ul style="list-style-type: none"> Builds understanding and interprets complex texts to identify project and funding information
Writing	<ul style="list-style-type: none"> Reports specific project information, requirements and recommendations in clear and detailed language
Teamwork	<ul style="list-style-type: none"> Collaborates to achieve joint outcomes Recognises and responds to cultural protocols in familiar work contexts
Initiative and enterprise	<ul style="list-style-type: none"> Initiates and participates in complex conversations
Planning and organising	<ul style="list-style-type: none"> Develops plan to manage relatively complex tasks and recognises importance of other stakeholders throughout planning process Works independently and collectively on developing project plan, taking responsibility for plans, decisions and outcomes Considers implications of legal rights and responsibilities when planning work

Unit Mapping Information

Supersedes and is equivalent to CUAATS501 Plan Aboriginal and/or Torres Strait Islander cultural arts projects.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>