# CUARES403 Research history and theory to inform own arts practice

**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 2.0. |

## Application

This unit describes the skills and knowledge required to use investigative and critical thinking techniques to evaluate history and theory information and distil key themes and ideas.

It applies to individuals working in all areas of arts practice.

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

## Unit Sector

Knowledge management – research

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research history and theory | 1.1 Discuss research ideas with appropriate people and identify implications for own arts practice |
| | 1.2 Identify and investigate new and alternative information sources for relevance to own arts practice |
| | 1.3 Use formal and informal research techniques to access information |
| | 1.4 Organise research materials and findings for current and future use |
| 2. Link research to own arts practice | 2.1 Evaluate information in context of own arts practice and work of others |
| | 2.2 Assess ways in which different aspects of history and theory |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | may be used, adapted and challenged |
| | 2.3 Extract key themes, ideas and opinions to assist in clarity of thought |
| | 2.4 Develop conclusions from research findings in consultation with appropriate people |
| 3. Update and maintain knowledge of trends in own arts practice | 3.1 Identify and use opportunities to update and expand own knowledge of history and theory |
| | 3.2 Incorporate knowledge into own arts practice |
| | 3.3 Seek feedback on quality of research methodology and outcomes, and note areas for future improvement |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.2-1.4, 2.1-2.3 | • Interprets complex information obtained from a range of sources and critically analyses how content may be applied in personal practice |
| Writing | 1.3, 2.1, 3.3 | • Documents research information, conclusions and process improvements using clear language and relevant terminology |
| Oral Communication | 1.1, 2.4, 3.3 | • Clearly articulates methodologies and conclusions using language appropriate to the audience and environment<br>• Uses listening and questioning techniques to elicit feedback and confirm understanding |
| Navigate the world of work | 1.2, 3.1, 3.3 | • Accepts responsibility and ownership of research tasks to update and maintain knowledge<br>• Identifies improvement processes in own practice |
| Interact with others | 1.1, 2.4, 3.3 | • Selects and uses appropriate communication methods and practices in discussions of work methodology and outcomes with others<br>• Seeks and considers the merit of feedback from informed sources to enhance future performance |

| Get the work done | 1.2, 1.4, 2.1-2.3, 3.2 | • Takes responsibility for planning and organising own workload, using consultative processes to assist decision making about methodology and outcomes<br>• Identifies concepts, principles and features of approaches used in other contexts and evaluates their connection to own work<br>• Extracts key themes and messages for incorporation into own practice |
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## Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
| --- | --- | --- | --- |
| CUARES403 Research history and theory to inform own arts practice | CUVRES401A Research history and theory to inform own arts practice | Updated to meet Standards for Training Packages. | Equivalent unit |

## Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5