Australian Government

Department of Education, Employment and Workplace Relations

CUAIND301A Work effectively in the creative arts industry

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CUAIND301A Work effectively in the creative arts industry

Modification History

Version	Comments
CUAIND301A	This version first released with *CUA11 Live Performance Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively in the creative arts industry. These include relationship building, negotiation techniques, work prioritisation and personal development.

Application of the Unit

People working in the creative arts industry apply the skills and knowledge described in this unit. They could be dancers, musicians, actors, cabaret performers, street performers, entertainment administrators, reviewers, film makers and public artists.

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.*

Elements and Performance Criteria

1. Maintain currency of own industry knowledge	1.1. Identify trends in the *industry* using appropriate *sources of information*
	1.2. Identify likely effects of industry trends on own work practices
	1.3. In consultation with *appropriate persons*, identify *learning opportunities* to upgrade own skills and take advantage of trends and emergent technologies
	1.4. Undertake identified learning opportunities to improve own work practices
2. Establish effective contractual relationships	2.1. Establish effective contractual relationships based on goodwill, trust and respect
	2.2. Share information and ideas with others in ways that engender goodwill, trust and respect
	2.3. Use effective *negotiation techniques* to identify realistic solutions to *contractual issues*
	2.4. Discuss, confirm and formally document *agreements and contracts* with appropriate persons
	2.5. Maintain contractual relationships through regular contact and effective communication
3. Complete work tasks effectively	3.1. Establish and maintain a positive personal *work ethic*
	3.2. Negotiate and agree on prioritised work tasks and established deadlines with appropriate persons
	3.3. Identify and plan for *factors* that may affect the completion of work tasks within deadlines
	3.4. Complete work tasks within deadlines according to *legislative and regulatory requirements*
	3.5. Observe copyright and intellectual property obligations when using *material* downloaded from the internet
	3.6. Follow *procedures* to minimise the environmental impact of work activities on the environment
	3.7. Seek feedback on own work performance from appropriate persons and adjust in order to improve work practices

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - conduct negotiations to identify realistic solutions to contractual issues
  - establish and maintain contractual relationships through regular contact
  - share industry information with colleagues and peers
- learning skills to:
  - identify opportunities to maintain and enhance work performance
  - seek feedback and integrate constructive advice into own work performance
- literacy skills to read and understand industry information and terminology
- self-management and learning skills to:
  - prioritise work tasks
  - work within deadlines
  - monitor own work and introduce strategies to improve performance
- problem-solving skills to:
  - identify and plan for factors affecting completion of work tasks within deadlines
  - recognise and resolve workplace issues when implementing new technology.

Required knowledge

- well-developed knowledge of:
  - different sectors of the creative arts industry and their interrelationships
  - terminology associated with relevant industry sector
  - issues of etiquette and ethics as they apply to key work areas within the industry
  - key work areas within the industry, how they interrelate, and key roles and responsibilities
  - sources of information on the industry and ways of maintaining current industry knowledge
- overview knowledge of:
  - awards and conditions of employment
  - copyright issues, such as:
    - consequences of infringing copyright
    - current funding and production environment
    - how copyright can be enforced
    - organisations that deal with copyright
    - who owns copyright and how it can be protected
  - legal issues that affect negotiations and contracts
  - major industry production and marketing issues
  - nature, role and functions of unions and employer associations, including rights and responsibilities of employers and employees
  - OHS requirements relevant to particular work contexts
  - current and emerging technologies used within the relevant industry sector.

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: • apply information about industry trends to own work practice • establish work and contractual relationships • comply with requirements of relevant legislation and regulations • prioritise work tasks • work collaboratively with others.
Context of and specific resources for assessment	Assessment must ensure access to environments where: • negotiation techniques can be applied to solve work and contractual issues • work performance can be monitored and learning opportunities accessed • work tasks can be prioritised and completed within deadlines.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit: • case studies to assess candidate's ability to prioritise work tasks, monitor work performance and identify learning opportunities • direct observation of candidate establishing and participating in work and contractual relationships • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance oral or written questioning to assess knowledge of new technology that affects work practices • problem-solving activities to assess candidate's negotiating skills. 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

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	those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSOHS301A Follow occupational health and safety procedures.

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.

Trends may include:	• changing nature of work or industry structures
	• changes to the mix of skills and knowledge required in different areas of the industry.
	• entertainment industry trends, such as:
	  • alliances with allied technologies and businesses
	  • new forms of marketing, branding and product placement
	• new equipment and technology
	• new terminology
	• occupations that are disappearing and how they are being replaced
	• opportunities for increased airplay of performances through:
	  • digital television
	  • internet
	  • mobile phones
	• social, political and environmental developments.

Industry includes:	• ballet • cabaret • charitable events • concerts • corporate theatre and communication • cultural events • dance competitions • dance performances • drama • festivals • filmed performances • public art installations • screen and media industry • sporting events • street performance.
Sources of information may	• copyright: • Australian Copyright Council

include:	• copyright collection societies
	• discussions with innovative industry practitioners
	• electronic and print media
	• employee associations
	• union representatives and other sources of industrial relations information
	• events, such as:
	• community activities
	• conferences
	• exhibitions
	• expositions
	• festivals
	• industry functions
	• social events
	• trade fairs
	• government bodies and associated publications
	• induction kits
	• industry associations
	• internet
	• libraries and archives
	• personal observations and experience
	• policy and procedures manuals
	• reference books, industry information sheets, magazines and journals
	• retail and wholesale suppliers of products and services
	• technical publications.
Appropriate persons may include:	• artist managers
	• booking agents
	• business or financial managers
	• choreographers
	• colleagues or peers
	• copyright and royalties managers
	• designers
	• directors
	• legal advisers
	• managers
	• marketing and promotions officers
	• mentors or teachers
	• performers
	• presenters
	• producers

	• production managers • promoters • publishers • representatives of dance societies • sound mixers or technicians • sponsors • supervisors • suppliers • technical crew • technicians • union or industry association representatives • venue managers • writers.

Learning opportunities may include:	• attending industry events, including:
	   • conferences
	   • conventions
	   • exhibitions
	   • expositions
	   • festivals
	   • functions
	   • performances
	   • professional competitions and awards
	   • trade fairs
	• reading industry publications, such as:
	   • electronic or print media
	   • information sheets
	   • technical or reference manuals
	• undertaking professional development activities:
	   • career planning and development
	   • coaching, mentoring and supervision
	   • formal and informal learning programs
	   • internal and external training programs
	   • master classes
	   • performance appraisals
	   • personal study
	   • seminars
	   • symposiums
	   • work experience or work exchange
	   • workshops.

Negotiation techniques	• adopting collaborative negotiating style

may include:	• assessing strengths and weaknesses of opposing positions and determining viable alternatives
	 • clarifying purpose, content and desired outcomes
	 • communicating results to parties within appropriate timeframes
	 • ensuring final position is agreed and understood by parties
	 • identifying consequences of non-agreements
	 • maintaining contact with parties
	 • managing conflict and disagreement between parties
	 • negotiating in a professional manner
	 • taking into account input from all parties
	 • treating parties courteously and in ways that acknowledge their contribution
	 • using effective questioning techniques:
	   • closed questions
	   • open questions
	   • reflective questions.

Contractual issues may include:	• budget share • copyright • insurance • OHS • performance fees and rate negotiations • film, recording and distribution rights • remuneration • rights to and use of material • royalties • specifications for equipment and materials • taxation • terms and conditions of contracts • terms and conditions of employment • work roles and responsibilities.
Agreements and contracts may include:	• agency agreements • individual performance agreements • industrial awards • marketing and distribution agreements • service, supply and location contracts • workplace relations agreements.

Work ethic may refer to:	• attentive behaviour in creative practice
	 • awareness of:
	   • substance abuse
	   • addictive behaviours

	- expectations of others - eating disorders - effective management of personal finances - balanced diet - energy levels and personal limitations - stage and theatre etiquette - developing strategies to: - cope with performance anxiety - maintain motivation - effective personal hygiene habits, such as: - clean and short nails - clean and tied-up hair - clean hands - ongoing dedication to a physical conditioning exercise program - maintaining costumes and other apparel - maintaining a work-life balance - punctuality and reliability - working creatively with individual differences.
Factors may include:	- availability of resources and materials - budget constraints - competing work demands - environmental factors, e.g. weather - technology and equipment breakdowns - unforeseen incidents - workplace hazards, risks and controls.
Legislative and regulatory requirements may include:	- anti-discrimination - business compliance - consumer protection - contempt of court and parliament - copyright, moral rights, intellectual property, licensing and royalty - defamation - duty of care - environmental issues - equal employment opportunity - insurance - libel - obscenity - OHS - plagiarism

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	• privacy and confidentiality • quality assurance • racial vilification • slander • taxation • workplace and industrial relations laws and awards.
Material may include:	• music • video clips • images • text.

Procedures may include:	• measures to reduce energy consumption, such as:
	  • using light emitting diode (LED) lights
	  • using fluorescent light bulbs
	  • turning lights off
	• recycling:
	  • waste paper
	  • tins
	  • cardboard
	  • bottles
	• reducing water usage
	• sweeping rather than hosing
	• maintaining biodiversity
	• protecting the natural habitat from damage
	• awareness of air quality and noise.

Unit Sector(s)

Performing arts - industry context

Custom Content Section

Not applicable.