



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUAIND401A Extend expertise in specialist field**

**Release: 1**

## CUAIND401A Extend expertise in specialist field

### Modification History

Version	Comments
CUAIND401A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to add depth to expertise in a specialist field or technique.

### Application of the Unit

This unit applies to those working in the creative industries in fields, such as dance, music, cultural heritage, screen and media, visual arts, craft and design. It is particularly applicable in contexts where techniques require a high level of skill and coordination.

At this level, work would usually be undertaken with limited guidance and specialists could also be responsible for mentoring others on the job. Depending on the specialist area, guidance from mentors and experienced practitioners could be expected.

### 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

<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

## Elements and Performance Criteria

<p>1. Research and apply industry trends</p>	<p>1.1. Identify industry <i>trends</i> using appropriate <i>sources of information</i></p> <p>1.2. Examine and clarify implications and consequences of trends for own practice</p> <p>1.3. Critique and review trends with <i>appropriate personnel</i> to explore, develop and express conceptual ideas</p> <p>1.4. Explore and use new ideas to expand own approach to developing <i>techniques</i> relevant to specialist field</p> <p>1.5. Maintain currency of knowledge of legislative requirements and apply in area of specialist expertise as required</p>
<p>2. Adopt a disciplined approach to extending skills in area of specialisation</p>	<p>2.1. Plan <i>strategies</i> to develop and enhance skills and knowledge in specialist field</p> <p>2.2. Ensure that skill development activities are based on a sound understanding of the principles and characteristics of techniques relevant to specialist field</p> <p>2.3. Identify and use feedback, discussion and evaluation techniques to continuously improve skills and knowledge</p>
<p>3. Evaluate own professional development in specialist context</p>	<p>3.1. Seek and apply constructive criticism from others to improve own skills</p> <p>3.2. Continuously evaluate own skills and knowledge against planned strategies and career goals</p> <p>3.3. Compare and contrast own skills and knowledge with those of other specialists in order to extend and enhance own professional work practices</p> <p>3.4. Adjust own professional work practices to improve and refine skills and knowledge</p>

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - critique and discuss trends
  - discern and listen to advice from relevant personnel
  - transfer newly acquired knowledge to colleagues
  - use industry and community networks as sources of information
- literacy skills to interpret and critically reflect on a broad range of information on industry trends
- learning skills to:
  - seek expert advice when implementing new trends
  - identify opportunities to enhance own skills and knowledge
- research skills to access information relating to trends in area of specialisation
- self-management skills to adopt a disciplined approach to improving own practice.

### Required knowledge

- commonly used research methodologies
- copyright, moral and intellectual property issues associated with area of specialisation
- current trends in area of specialisation
- OHS requirements relating to area of specialisation
- implications for self or organisation of adopting trends
- theoretical and historical contexts relevant to area of specialisation.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• evaluate own skills and knowledge against planned strategies and career goals</li> <li>• apply planned strategies to develop and enhance own skills and knowledge</li> <li>• research trends within area of specialisation.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• an environment where:             <ul style="list-style-type: none"> <li>• conceptual ideas can be critiqued and reviewed with relevant personnel</li> <li>• skills and knowledge can be developed and enhanced</li> </ul> </li> <li>• appropriate technology and sources of information to research industry trends</li> <li>• appropriate learning and assessment support when required.</li> </ul>
<b>Method of assessment</b>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence</li> <li>• third-party workplace reports of on-the-job performance</li> <li>• direct observation of the candidate developing and enhancing technical and conceptual skills</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• case studies to assess candidate's ability to research trends.</li> </ul> <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</p>

	those with interrupted schooling).
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example a range of operations, technique and teaching units from the following Training Packages:</p> <ul style="list-style-type: none"><li>• CUA11 Live Performance</li><li>• CUF07 Screen and Media</li><li>• CUS09 Music</li><li>• CUV10 Visual Arts, Craft and Design.</li></ul>

## 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><b><i>Trends</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• audience expectations</li> <li>• business practice</li> <li>• changing nature of work or employment</li> <li>• copyright</li> <li>• cultural heritage</li> <li>• employer expectations</li> <li>• industry terminology</li> <li>• intellectual property rights</li> <li>• marketing and promotion</li> <li>• media coverage</li> <li>• social, political and environmental developments</li> <li>• techniques, such as:             <ul style="list-style-type: none"> <li>• acting</li> <li>• camera operation</li> <li>• ceramics</li> <li>• circus skills</li> <li>• crafts</li> <li>• dance style</li> <li>• design</li> <li>• lighting</li> <li>• musical instrument</li> <li>• painting</li> <li>• preservation</li> <li>• sound mixing</li> <li>• sound recording</li> <li>• teaching</li> <li>• voice</li> </ul> </li> <li>• mix of skills and knowledge required in different areas of the industry.</li> </ul>
<p><b><i>Sources of information</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• copyright and legal representatives</li> <li>• discussions with innovative industry practitioners</li> <li>• electronic and print media</li> <li>• employee associations</li> </ul>



	<ul style="list-style-type: none"> <li>• union representatives and other sources of industrial relations information</li> <li>• events, such as: <ul style="list-style-type: none"> <li>• industry functions</li> <li>• conferences</li> <li>• trade fairs</li> <li>• community activities</li> <li>• expositions</li> <li>• exhibitions</li> <li>• festivals</li> <li>• social events</li> </ul> </li> <li>• government bodies and associated publications</li> <li>• induction kits</li> <li>• industry associations</li> <li>• internet</li> <li>• libraries and archives</li> <li>• personal observations and experience</li> <li>• policy and procedures manuals</li> <li>• reference books, industry information sheets, magazines and journals</li> <li>• retail and wholesale suppliers of products and services</li> <li>• technical publications.</li> </ul>
<p><i>Appropriate personnel</i> may include:</p>	<ul style="list-style-type: none"> <li>• performers</li> <li>• choreographers</li> <li>• composers</li> <li>• dancers</li> <li>• ensemble members</li> <li>• presenters</li> <li>• musical directors</li> <li>• stage managers</li> <li>• production managers</li> <li>• production supervisors</li> <li>• technical crew</li> <li>• broadcasters</li> <li>• floor managers</li> <li>• graphics personnel</li> <li>• writers and editors</li> <li>• designers: <ul style="list-style-type: none"> <li>• sound</li> <li>• lighting</li> <li>• costume</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• hair and make-up</li> <li>• special effects</li> <li>• clients</li> <li>• marketing and promotions personnel</li> <li>• artists' agents</li> <li>• legal advisers</li> <li>• conductors</li> <li>• managers</li> <li>• supervisors</li> <li>• teachers</li> <li>• mentors.</li> </ul>
<p><i>Techniques</i> may relate to:</p>	<ul style="list-style-type: none"> <li>• business: <ul style="list-style-type: none"> <li>• marketing and promotion</li> <li>• public relations</li> <li>• distribution</li> <li>• financial management</li> <li>• strategic and business planning</li> <li>• artists' management</li> </ul> </li> <li>• design: <ul style="list-style-type: none"> <li>• costume</li> <li>• furniture</li> <li>• graphic</li> <li>• hair and make-up</li> <li>• industrial</li> <li>• interactive digital media</li> <li>• props</li> <li>• sets: <ul style="list-style-type: none"> <li>• screen and media productions</li> <li>• theatre and live events</li> </ul> </li> </ul> </li> <li>• nutrition</li> <li>• performing: <ul style="list-style-type: none"> <li>• acting</li> <li>• dancing</li> <li>• instrumental techniques</li> <li>• vocal techniques</li> <li>• improvisation</li> <li>• stagecraft</li> <li>• performing in an ensemble</li> <li>• solo performances</li> </ul> </li> <li>• physical conditioning</li> </ul>

	<ul style="list-style-type: none"> <li>• sound production: <ul style="list-style-type: none"> <li>• recording</li> <li>• editing</li> <li>• sound reinforcement</li> <li>• sound design</li> <li>• sound for film and media productions</li> <li>• sound for interactive digital media products, such as games</li> <li>• sound for online products</li> </ul> </li> <li>• teaching: <ul style="list-style-type: none"> <li>• activities and approaches for different age groups</li> <li>• assessment</li> <li>• facilitation skills</li> <li>• lesson planning</li> <li>• methodologies</li> </ul> </li> <li>• visual arts and craft: <ul style="list-style-type: none"> <li>• ceramics</li> <li>• drawing</li> <li>• glass working</li> <li>• illustration</li> <li>• painting</li> <li>• print making</li> <li>• public art</li> <li>• textiles</li> <li>• wood working.</li> </ul> </li> </ul>
<p><i>Strategies</i> may include professional development opportunities, such as:</p>	<ul style="list-style-type: none"> <li>• awards</li> <li>• competitions</li> <li>• conferences</li> <li>• exhibitions</li> <li>• master classes</li> <li>• seminars</li> <li>• symposiums</li> <li>• training programs</li> <li>• workshops.</li> </ul>

## Unit Sector(s)

Performing arts - industry context

## **Custom Content Section**

Not applicable.