



**Australian Government**

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

# **CUAIND601A Work professionally in the creative arts industry**

**Release: 1**

## CUAIND601A Work professionally in the creative arts industry

### Modification History

Version	Comments
CUAIND601A	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 display a professional attitude to work in the creative arts industry.

### Application of the Unit

This unit applies to those aspiring to work at a professional level in the creative arts and events industries. They could be establishing a career as a performer in disciplines, such as dance, music, acting or circus skills, or they could be specialising in choreography, production management, arts administration, visual arts, design or community cultural development. At this level people are expected to apply wide-ranging, highly specialised technical, creative or conceptual skills to express ideas and perspectives. Work activities are largely self-directed.

### 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. Implement strategies to find work</p>	<p>1.1. Use a range of <i>sources</i> to gather information on <i>work opportunities</i> in area of interest</p> <p>1.2. Think laterally about how own skills and knowledge could be applied in a work context</p> <p>1.3. Refine curriculum vitae (CV) and <i>supporting material</i> and circulate as required</p> <p>1.4. Use <i>online opportunities</i> to promote self and availability for work</p> <p>1.5. Identify and take action to address <i>barriers</i> to obtaining work</p>
<p>2. Respond to work opportunities</p>	<p>2.1. Respond appropriately to advertised positions and other leads as they arise</p> <p>2.2. <i>Prepare</i> for interviews and auditions as required</p> <p>2.3. Display a professional attitude and confidence in dealings with prospective employers</p> <p>2.4. Undertake <i>follow-up</i> required after interviews or auditions</p>
<p>3. Show initiative in the work environment</p>	<p>3.1. Quickly become familiar with the day-to-day operations of and key <i>personnel</i> in the workplace</p> <p>3.2. Clarify aspects of own role and responsibilities with relevant personnel</p> <p>3.3. Demonstrate a <i>professional work ethic</i></p> <p>3.4. Apply a knowledge of relevant performance and cultural theories, principles and practices to <i>workplace activities</i></p> <p>3.5. Participate in workplace discussions and meetings in a positive and constructive way</p> <p>3.6. Demonstrate a capacity to work independently and achieve goals with minimal or no supervision</p> <p>3.7. Seek feedback on own performance from relevant personnel and incorporate into work activities as required</p> <p>3.8. Use peer and management feedback, as well as self-evaluation, to identify skill gaps and set ongoing professional development goals</p>
<p>4. Establish and maintain industry networks</p>	<p>4.1. Participate in relevant <i>networks</i> to assist with finding ongoing work</p> <p>4.2. Identify and follow appropriate <i>strategies</i> to</p>

	<p>enhance own professional reputation</p> <p>4.3. Maximise reputation by circulating current and succinct <i>information</i> about own experience</p> <p>4.4. Establish communication channels to exchange <i>information and ideas</i> with colleagues and industry contacts</p>
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## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - liaise effectively with professional artists and companies
  - clarify written and verbal instructions
  - respond appropriately to constructive feedback on own performance
  - discuss and debate a range of theoretical concepts and ideas in relation to area of work
  - initiative and enterprise skills to:
    - think laterally about how own skills and knowledge can be applied in a work context
    - develop a network of industry contacts
  - literacy skills to:
    - read and understand a range of complex information related to working at a professional level in the creative arts industry
    - complete workplace documentation
  - self-management skills to:
    - prioritise work tasks
    - follow organisational procedures
    - work independently
    - demonstrate a professional work ethic
    - prepare a personal CV and supporting material
    - plan a career path
  - technology skills to:
    - prepare personal information related to work capability for internet uploading
    - use the internet as a self-promotional tool.

### Required knowledge

- well-developed knowledge of:
  - arts and cultural organisations in Australia and overseas
  - production companies
  - roles of a wide range of personnel in the entertainment industry
- overview knowledge of:
  - copyright, moral rights and intellectual property issues and legislation and how these affect professional practice
  - meeting procedures.

## 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>• prepare a personal CV and supporting material</li> <li>• apply own skills and knowledge and demonstrate professionalism in an entertainment industry workplace</li> <li>• work collaboratively with others</li> <li>• use industry networks.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to an entertainment industry work environment.</p>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples 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 evaluation of candidate's CV and supporting material</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 and scenarios as a basis for discussion of issues and challenges that arise in the context of working professionally in the entertainment industry</li> <li>• analysis of material written in a work context.</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 those with interrupted schooling).</p>
<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:</p> <ul style="list-style-type: none"> <li>• CUAPRF503A Prepare for and perform in a competitive environment</li> </ul>

	<ul style="list-style-type: none"><li>• CUARES601A Research and apply concepts of live performance practice</li><li>• CUVPRP502A Prepare for sustainable professional practice.</li></ul>
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## 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>Sources</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• industry networks, such as:             <ul style="list-style-type: none"> <li>• national</li> <li>• international</li> </ul> </li> <li>• industry events, such as:             <ul style="list-style-type: none"> <li>• lectures</li> <li>• forums</li> <li>• open days</li> <li>• expositions</li> <li>• conferences</li> </ul> </li> <li>• print and electronic media</li> <li>• professional associations</li> <li>• employment agencies</li> <li>• artists' agencies.</li> </ul>
<p><b><i>Work opportunities</i></b> may be:</p>	<ul style="list-style-type: none"> <li>• in any area of the entertainment industry, such as:             <ul style="list-style-type: none"> <li>• theatres</li> <li>• performing arts companies</li> <li>• festivals</li> <li>• event management companies</li> <li>• government agencies</li> <li>• training and educational organisations</li> <li>• community organisations</li> </ul> </li> <li>• casual</li> <li>• permanent</li> <li>• contract</li> <li>• secondment</li> <li>• mentorship.</li> </ul>
<p><b><i>Supporting material</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• photos</li> <li>• video clips</li> <li>• audio recordings</li> <li>• diagrams</li> <li>• written material, such as:             <ul style="list-style-type: none"> <li>• reviews</li> <li>• critiques</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• journal articles</li> <li>• essays</li> <li>• references from previous employers</li> <li>• testimonials</li> <li>• online material.</li> </ul>
<b>Online opportunities</b> may include:	<ul style="list-style-type: none"> <li>• personal website</li> <li>• social networking sites, such as: <ul style="list-style-type: none"> <li>• Facebook</li> <li>• My Space</li> <li>• YouTube</li> <li>• Twitter</li> </ul> </li> <li>• employment websites.</li> </ul>
<b>Barriers</b> may relate to:	<ul style="list-style-type: none"> <li>• personal circumstances</li> <li>• geographic location</li> <li>• personal attitude to work</li> <li>• unrealistic expectations</li> <li>• lack of or inadequate training.</li> </ul>
Ways to <b>prepare</b> may include:	<ul style="list-style-type: none"> <li>• having supporting material readily available</li> <li>• rehearsing</li> <li>• practice sessions and classes to improve performance technique</li> <li>• role-playing interviews</li> <li>• techniques for dealing with performance anxiety, including: <ul style="list-style-type: none"> <li>• adequate rehearsal</li> <li>• focusing on a single element or action at a time</li> <li>• relaxation techniques, such as: <ul style="list-style-type: none"> <li>• meditation</li> <li>• imagery or conscious visualisation</li> <li>• affirmations</li> <li>• stretching</li> <li>• deep breathing</li> <li>• light aerobic exercises</li> </ul> </li> </ul> </li> <li>• maintaining a work-life balance</li> <li>• mental rehearsal</li> <li>• warm-up routines.</li> </ul>
<b>Follow-up</b> may involve:	<ul style="list-style-type: none"> <li>• confirming an expected time for hearing the outcome of application or audition</li> <li>• obtaining details of contract interview if outcome is successful</li> <li>• following up with a courteous request for appraisal and</li> </ul>

	<p>further advice if outcome is unsuccessful</p> <ul style="list-style-type: none"> <li>• sending a follow-up letter for each audition, whether successful or not, to communicate appreciation of the opportunity and to allow for further opportunities</li> <li>• maintaining contact with people met through interviews or auditions.</li> </ul>
<b>Personnel</b> may include:	<ul style="list-style-type: none"> <li>• artistic directors</li> <li>• managers</li> <li>• supervisors</li> <li>• directors</li> <li>• producers</li> <li>• production managers</li> <li>• technical crew</li> <li>• venue staff</li> <li>• performers</li> <li>• administrative staff</li> <li>• marketing and promotions personnel</li> <li>• publicists</li> <li>• photographers</li> <li>• clients</li> <li>• community members</li> <li>• trainers</li> <li>• instructors</li> <li>• medical practitioners</li> <li>• physiotherapists</li> <li>• counsellors.</li> </ul>
<b>Professional work ethic</b> may refer to:	<ul style="list-style-type: none"> <li>• attentive behaviour in creative practice</li> <li>• awareness of: <ul style="list-style-type: none"> <li>• substance abuse</li> <li>• addictive behaviours</li> <li>• expectations of others</li> <li>• eating disorders</li> <li>• effective management of personal finances</li> <li>• balanced diet</li> <li>• energy levels and personal limitations</li> <li>• stage and theatre etiquette</li> </ul> </li> <li>• developing strategies to: <ul style="list-style-type: none"> <li>• cope with performance anxiety</li> <li>• maintain motivation</li> </ul> </li> <li>• effective personal hygiene habits, such as: <ul style="list-style-type: none"> <li>• clean and short nails</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• clean and tied-up hair</li> <li>• clean hands</li> <li>• ongoing dedication to a physical conditioning exercise program</li> <li>• maintaining concentration, focus and physical alertness in performance activities</li> <li>• maintaining costumes and other apparel</li> <li>• maintaining a work-life balance</li> <li>• punctuality and reliability</li> <li>• working creatively with individual differences.</li> </ul>
<b>Workplace activities</b> may include:	<ul style="list-style-type: none"> <li>• participating in company classes</li> <li>• learning the company repertoire</li> <li>• observing performances and rehearsals</li> <li>• contributing to the creative process</li> <li>• performing</li> <li>• operating technical equipment</li> <li>• keeping notes for creative personnel</li> <li>• researching the organisation's archives</li> <li>• assisting with funding applications</li> <li>• distributing promotional material</li> <li>• writing reviews</li> <li>• administration and record keeping.</li> </ul>
<b>Networks</b> may include:	<ul style="list-style-type: none"> <li>• chambers of commerce</li> <li>• local government</li> <li>• community organisations</li> <li>• industry professional associations</li> <li>• lobby groups</li> <li>• social networking sites</li> <li>• online discussion groups</li> <li>• unions.</li> </ul>
<b>Strategies</b> may include:	<ul style="list-style-type: none"> <li>• developing a personal website to showcase achievements and to promote services</li> <li>• entering competitions</li> <li>• offering services to educational institutions as a guest tutor or lecturer</li> <li>• seeking industry awards.</li> </ul>
<b>Information</b> may include:	<ul style="list-style-type: none"> <li>• achievements</li> <li>• availability</li> <li>• awards</li> <li>• client lists</li> <li>• contact details</li> <li>• past work</li> </ul>

	<ul style="list-style-type: none"> <li>• portfolio of work</li> <li>• rates</li> <li>• referees</li> <li>• show reels</li> <li>• skills</li> <li>• testimonials</li> <li>• URL of personal website.</li> </ul>
<b><i>Information and ideas</i></b> may relate to:	<ul style="list-style-type: none"> <li>• audience trends</li> <li>• changes in the environment</li> <li>• changing customer requirements</li> <li>• funding opportunities</li> <li>• competitions and awards</li> <li>• production companies</li> <li>• productions</li> <li>• reviews</li> <li>• personal, professional or business support</li> <li>• visiting artists.</li> </ul>

## Unit Sector(s)

Performing arts - industry context

## Custom Content Section

Not applicable.