



**Australian Government**

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

# **CUVPRP502A Prepare for sustainable professional practice**

**Release: 1**

## CUVPRP502A Prepare for sustainable professional practice

### Modification History

Version	Comments
CUVPRP502A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish professional practice goals and to determine how practice can be developed in a sustainable way. A sustainable practice is one that takes account of all aspects of sustainability – individual, social, environmental and economic.

### Application of the Unit

Professional practitioners across all sectors and areas of expertise must consider the sustainability of their practice.

At this level, an individual is beginning the journey of establishing a professional practice. This is a largely self-directed activity, but may involve some mentoring and guidance as required.

### 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

1. Develop own practice goals	<p>1.1 Reflect on professional <i>goals and aspirations</i> in the context of chosen area of practice</p> <p>1.2 Identify and make contact with <i>key people</i> to support individual reflection</p> <p>1.3 Evaluate <i>factors that affect contemporary practice</i> in chosen area, including specific opportunities</p> <p>1.4 <i>Question</i> self and others about future directions for practice</p> <p>1.5 Look for opportunities and ideas <i>beyond the obvious</i></p> <p>1.6 Develop goals that take account of <i>individual personal circumstances</i></p> <p>1.7 Make decisions about overall practice direction, based on reflection and research</p>
2. Identify key sustainability issues	<p>2.1 Identify and investigate the <i>key components of sustainable professional practice</i> in chosen area of work</p> <p>2.2 Evaluate current practice and determine <i>opportunities to enhance sustainability</i></p> <p>2.3 Research and collate <i>information</i> to support future professional practice</p>
3. Take action to develop sustainable individual practice	<p>3.1 Develop practical and innovative strategies to enhance sustainability of practice</p> <p>3.2 Develop and nurture own professional networks</p> <p>3.3 Engage in sustainable work practices in all areas of activity</p> <p>3.4 Recognise and integrate the idea of lifelong learning into practice</p> <p>3.5 Engage in ongoing <i>collaboration</i> with peers and others</p> <p>3.6 Challenge and refine own ideas and strategies for developing professional practice</p>

## Required Skills and Knowledge

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

### Required skills

- communication skills to collaborate with others on practice development issues
- critical thinking and analytical skills to reflect on complex issues and make judgements and decisions about those issues
- initiative and enterprise skills to develop new ideas for developing sustainable practice
- learning and self-management skills to engage in and commit to an ongoing process of professional development and lifelong learning
- literacy skills to interpret varied information dealing with complex issues from a range of sources
- numeracy skills to investigate issues around financial viability of own practice
- planning and organising skills to develop and action strategies for overall practice development
- problem-solving skills to adjust to constraints and limitations
- technology skills to use the internet as a research tool

### Required knowledge

- professional context for a given area of practice in terms of opportunities and constraints
- tools, techniques and strategies used by practitioners to build sustainable practice
- professional opportunities in own area of practice, across other areas of related practice and across the business and community more generally
- intellectual property issues and legislation and how they impact on the operation of a professional practice
- key aspects of individual, social, economic, environmental sustainability, and how they impact on a particular area of practice

## 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>• develop realistic goals for own practice grounded in research and reflection</li> <li>• develop a set of actions to enhance the sustainability of individual practice</li> <li>• apply knowledge of key aspects of individual, social, economic and environmental sustainability.</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>• industry networks and information.</li> </ul>
<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>• evaluation of presentation or documentation prepared by the candidate detailing goals and plans to achieve a sustainable practice</li> <li>• questioning and discussion about candidate's professional plans</li> <li>• participation in discussions with the candidate and others about sustainable practice in a given area</li> <li>• review of portfolios of evidence</li> <li>• review of third-party reports from experienced practitioners.</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.</p>

## 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>Goals and aspirations</b> may relate to:</p>	<ul style="list-style-type: none"> <li>• creative impulse</li> <li>• desire for collaboration</li> <li>• exhibition or performance ambitions</li> <li>• employment within public or private organisations</li> <li>• income</li> <li>• lifestyle</li> <li>• locations for work</li> <li>• professional credibility</li> <li>• professional networks</li> <li>• self-employment</li> <li>• status.</li> </ul>
<p><b>Key people</b> may include:</p>	<ul style="list-style-type: none"> <li>• community Elders</li> <li>• family members</li> <li>• mentors</li> <li>• peers</li> <li>• potential customers</li> <li>• potential employers</li> <li>• professional associations</li> <li>• recruitment agencies</li> <li>• teachers.</li> </ul>
<p><b>Factors that affect contemporary practice</b> may be:</p>	<ul style="list-style-type: none"> <li>• buying trends</li> <li>• current concerns in the community</li> <li>• economic</li> <li>• ideological</li> <li>• impacts of technology on practice</li> <li>• lifestyle trends</li> <li>• location of practice</li> <li>• political climate</li> <li>• social issues.</li> </ul>
<p><b>Questions</b> may be:</p>	<ul style="list-style-type: none"> <li>• am I good enough?</li> <li>• does my family life support my aspirations?</li> <li>• how do other creative practitioners do this?</li> <li>• how much money do I need?</li> <li>• how quickly do I want to achieve it?</li> <li>• what are the opportunities in my local market?</li> </ul>

	<ul style="list-style-type: none"> <li>• what do I need to learn now and over time?</li> <li>• what do I want to achieve?</li> <li>• who do I need to talk to?</li> </ul>
<p>Opportunities <i>beyond the obvious</i> may include opportunities:</p>	<ul style="list-style-type: none"> <li>• across disciplines and genres</li> <li>• in community service or health contexts</li> <li>• in industries across the full spectrum of the economy</li> <li>• involving collaboration with professionals in different sectors</li> <li>• using new and emerging materials and technologies.</li> </ul>
<p><i>Individual personal circumstances</i> may relate to:</p>	<ul style="list-style-type: none"> <li>• availability of time for developing practice</li> <li>• ability to further develop skills</li> <li>• family obligations</li> <li>• financial needs</li> <li>• geography and location</li> <li>• health</li> <li>• lifestyle objectives</li> <li>• scope of existing skills</li> <li>• work / life balance.</li> </ul>
<p><i>Key components of sustainable professional practice</i> are:</p>	<ul style="list-style-type: none"> <li>• economic:             <ul style="list-style-type: none"> <li>• financially viable</li> <li>• job opportunities</li> <li>• sound financial management</li> </ul> </li> <li>• environmental:             <ul style="list-style-type: none"> <li>• effective use of physical resources</li> <li>• minimisation of waste</li> <li>• protection of the physical environment</li> <li>• use of alternative materials and processes</li> </ul> </li> <li>• human:             <ul style="list-style-type: none"> <li>• lifelong learning</li> <li>• own professional development</li> <li>• personal health and nutrition</li> <li>• safety of self</li> <li>• stress management</li> </ul> </li> <li>• social:             <ul style="list-style-type: none"> <li>• acknowledgment of the intellectual property of others</li> <li>• legal activity</li> <li>• community engagement</li> <li>• safety of others</li> <li>• social responsibility, such as taxation.</li> </ul> </li> </ul>
<p><i>Opportunities to enhance sustainability</i></p>	<ul style="list-style-type: none"> <li>• additional safety measures in work space</li> <li>• adopting new technology as a habit</li> </ul>

may include:	<ul style="list-style-type: none"> <li>• applying for grants</li> <li>• applying for employment with arts organisations</li> <li>• establishing new networks</li> <li>• greater collaboration with others</li> <li>• further study and skill development</li> <li>• identifying philanthropic opportunities</li> <li>• improved nutrition</li> <li>• improved marketing and promotion</li> <li>• effective financial management systems</li> <li>• seeking assistance from experts</li> <li>• setting up shared studio space.</li> </ul>
<b>Information</b> may include:	<ul style="list-style-type: none"> <li>• business planning advice</li> <li>• ideas, self-generated or from others</li> <li>• industry publications</li> <li>• marketing advice</li> <li>• promotional ideas</li> <li>• taxation information</li> <li>• training opportunities.</li> </ul>
<b>Collaboration</b> may involve:	<ul style="list-style-type: none"> <li>• engaging in professional networks</li> <li>• participating in a community of practice</li> <li>• sharing ideas and information</li> <li>• working on joint projects.</li> </ul>

## Unit Sector(s)

Industry capability – professional practice