



Australian Government

CUAATS501 Plan Aboriginal and Torres Strait Islander visual arts projects

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 performance outcomes, skills and knowledge required to research and plan projects that represent a diversity of visual arts practice of Aboriginal and/or Torres Strait Islander artists, with an understanding of the international context.

It applies to individuals who may be working autonomously or with others, as project officers or managers in the Aboriginal and Torres Strait Islander visual arts industry. Individuals could be working in urban, regional, rural or remote settings. The work environment could involve interactions with artists and their communities in contexts such as cultural/arts centres and cooperatives, commercial and public galleries, museums, retail outlets, community projects, exhibitions, events and festivals.

This unit reflects the diversity of Aboriginal and Torres Strait Islander cultures and visual arts practices. It emphasises the importance of Aboriginal and Torres Strait Islander peoples controlling their own cultural heritage and identity.

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

Unit Sector

Aboriginal and Torres Strait Islander visual arts

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop project concept	1.1 Research information on the diversity of local, regional and national Aboriginal and/or Torres Strait Islander visual arts practices to determine the project concept 1.2 Review project concept in the context of the international

ELEMENT	PERFORMANCE CRITERIA
	indigenous arts industry 1.3 Determine project purpose, participants, audience and realistic budget parameters in consultation with others 1.4 Summarise and record project concept
2. Evaluate practical implications	2.1 Record logistical considerations relevant to the project 2.2 Discuss and select strategies to support artists, their families and/or communities to be actively involved in the project 2.3 Address legal and ethical requirements relevant to the project 2.4 Identify and assess risks related to the project 2.5 Plan strategies to minimise environmental impact and address sustainability
3. Research budget information	3.1 List key expenditure items relevant to the project budget 3.2 Use appropriate sources to determine potential sponsorship, funding and revenue opportunities relevant to the project 3.3 Identify potential informal sources of in-kind support
4. Produce a project plan	4.1 Consult with artists, their families and/or communities, and other relevant stakeholders to plan the project according to the principles of project management 4.2 Develop a project plan that records the scope, purpose and intended outcomes of the project, showing a respectful awareness of cultural protocols 4.3 Incorporate time, budget, risk factors, and roles and responsibilities into the project plan 4.4 Prepare a project evaluation strategy that includes artists, their families and/or communities, and other relevant stakeholders

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
Learning	1.1	Builds a broad knowledge of the diversity of indigenous visual arts through self-directed learning

		and a variety of research strategies
Oral Communication	2.2, 4.1	Participates in verbal exchanges in a range of contexts showing a complex use of language and an in-depth understanding of the subject matter
Reading	1.1, 1.2, 3.2	Builds understanding and interprets complex texts to identify project and funding information
Writing	1.4, 2.1, 3.1, 4.2, 4.3, 4.4	Reports specific project information, requirements and recommendations in clear and detailed language
Numeracy	1.3, 1.4, 3.1, 4.3	Uses mathematical formulas and calculations to estimate and plan project costs and timeframes
Navigate the world of work	1.1, 1.2, 2.3, 2.5, 4.2, 4.3	- Sets own learning challenges, using research opportunities to develop knowledge and insight - Works independently and collectively on developing a project plan with a strong sense of responsibility for plans, decisions and outcomes - Extends understanding of own legal rights and responsibilities and considers implications of these when planning work - Recognises and responds to cultural protocols in familiar work contexts
Interact with others	1.3, 1.4, 2.2, 4.1, 4.4	- Selects appropriate communication protocols in a broad range of work contexts - Initiates and participates in complex conversations - Identifies the requirements of important communication exchanges to suit audience and purpose - Collaborates to achieve joint outcomes
Get the work done	1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4	Develops a plan to manage relatively complex tasks and recognises the importance of other stakeholders throughout the planning process

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAATS501 Plan Aboriginal and Torres Strait Islander visual arts projects	CUVATS501 Plan Aboriginal and Torres Strait Islander visual arts projects	Code updated to reflect change of training package name. Minor edits to wording of	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
		assessment conditions.	

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>