



**Australian Government**

# **CUVATS301 Work effectively in the Aboriginal and Torres Strait Islander visual arts industry**

**Release: 1**

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## Modification History

| Version   | Comments                                                                            |
|-----------|-------------------------------------------------------------------------------------|
| Version 1 | This version first released with CUV Arts and Culture Training Package Version 1.0. |

## Application

This unit describes the performance outcomes, skills and knowledge required to build on existing knowledge of the Aboriginal and Torres Strait Islander visual arts industry and apply new knowledge to working with others to support visual arts practice.

It applies to individuals who are working as part of a team 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

| ELEMENTS                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                           |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes.</i>        | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                                                                                                                                                         |
| 1. Extend knowledge of the Aboriginal and Torres Strait | 1.1 Use sources of information to develop understanding of the diversity of visual arts practices by Aboriginal and Torres Strait artists, including local and regional artists<br>1.2 Identify individuals, organisations and networks that support local and |

| ELEMENTS                                                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Islander visual arts industry                                                                      | <p>regional Aboriginal and/or Torres Strait Islander visual arts practice</p> <p>1.3 Identify current examples of cultural, social and economic impacts on Aboriginal and/or Torres Strait islander visual arts practice</p> <p>1.4 Apply knowledge of the industry to work activities to support Aboriginal and/or Torres Strait islander visual arts practice</p>                           |
| 2. Perform work according to legal, ethical, cultural and enterprise requirements                  | <p>2.1 Complete work activities demonstrating an awareness of cultural protocols</p> <p>2.2 Comply with legal and ethical requirements as they apply to everyday work</p> <p>2.3 Follow procedures to minimise the environmental impact of work activities</p>                                                                                                                                |
| 3. Update and maintain knowledge of the Aboriginal and Torres Strait Islander visual arts industry | <p>3.1 Establish and maintain networks to ensure industry knowledge of issues and trends is current</p> <p>3.2 Collect information about career development opportunities in the industry</p> <p>3.3 Identify areas for skill and knowledge development in consultation with appropriate people</p> <p>3.4 Undertake skill and knowledge development activities relevant to everyday work</p> |

## 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, 3.1, 3.4        | <ul style="list-style-type: none"> <li>Builds on prior knowledge and seeks opportunities to learn by using relevant sources of information, networks and everyday work activities</li> </ul> |
| Oral Communication | 1.1, 2.1, 3.3        | <ul style="list-style-type: none"> <li>Participates in a verbal exchange of ideas and uses listening and questioning techniques to confirm understanding</li> </ul>                          |
| Reading            | 1.1, 1.2             | <ul style="list-style-type: none"> <li>Accesses and integrates information about the industry from familiar, and some unfamiliar, texts</li> </ul>                                           |

|                            |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Navigate the world of work | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 | <ul style="list-style-type: none"><li>• Seeks advice and targets required skills and experience for work or career advancement</li><li>• Takes steps to develop skills and experience for work or career advancement</li><li>• Understands roles and responsibilities related to the industry</li><li>• Follows cultural protocols and legal and ethical requirements related to the role</li></ul> |
| Interact with others       | 1.4, 2.1, 3.1, 3.3                               | <ul style="list-style-type: none"><li>• Follows communication practices and protocols in routine work situations and makes some adjustments to personal communication style in recognition of diverse perspectives</li><li>• Participates in formal and informal conversations relevant to role and forms connections with others who can contribute to work outcomes</li></ul>                     |
| Get the work done          | 1.4, 2.1, 2.2, 2.3                               | <ul style="list-style-type: none"><li>• Plans and implements tasks and makes decisions in familiar situations</li><li>• Identifies and proposes small changes to work activities to incorporate new knowledge</li></ul>                                                                                                                                                                             |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6931e603-db29-482f-82ea-f3d2a54cee65>

## Assessment Requirements for CUVATS301 Work effectively in the Aboriginal and Torres Strait Islander visual arts industry

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### Performance Evidence

Evidence of the ability to:

- apply a general knowledge of the Aboriginal and Torres Strait Islander visual arts industry to work activities that support Aboriginal and/or Torres Strait Islander visual arts practice
- access and produce a range of information about Aboriginal and/or Torres Strait Islander visual arts practice, artists and/or their communities in a culturally respectful way
- identify areas for personal skill and knowledge development and plan for how this development will be achieved.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

### Knowledge Evidence

To complete the unit requirements the individual must:

- describe the role of some relevant industry peak bodies
- explain how visual arts practice and industry can impact on the environment
- provide examples of cultural, social and economic impacts affecting Aboriginal and Torres Strait Islander visual arts practice
- identify individuals, networks and organisations relevant to the industry
- broadly outline copyright and intellectual property issues relevant to the industry
- provide examples of legal and ethical requirements relevant to own work
- discuss key principles and protocols for working with Aboriginal and/or Torres Strait Islander cultural material and interacting with artists, their families and/or communities
- describe respectful communication and consultation practices relevant to own work
- summarise types of career development opportunities in the industry
- differentiate between the range of visual arts practices by Aboriginal and/or Torres Strait Islander artists, with reference to region, medium, style and form
- outline examples of how industry workers and organisations support Aboriginal and/or Torres Strait Islander visual arts practice.
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## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the indigenous visual arts industry field of work and include access to:

- an actual workplace or simulated environment
- Aboriginal and/or Torres Strait Islander visual art, artists and/or their communities.

Culturally appropriate processes and techniques suited to the language and literacy capacity of learners and the work being performed must be used.

Local cultural knowledge is necessary to achieve competency in this unit.

Assessors must satisfy NVR/AQTF assessor requirements.

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