



## **COURSE IN BUSINESS SKILLS FOR CREATIVE PEOPLE**

National code 40594SA

### **Curriculum Outline**

# CONTENTS

Section A:	Copyright and course classification information.....	3
Section B:	Course Information.....	5
Section C:	Competency Template .....	22

For vocational courses where there are no competency standards

## **Section A: Copyright and course classification information**

### **1. Copyright owner of the course**

Regional Arts Australia

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### **2. Address**

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### **3. Copyright acknowledgement**

Intellectual Property rights are vested in Regional Arts Australia.

Regional Arts Australia has granted to the Commonwealth a permanent, irrevocable, free, world wide, non-exclusive licence (including a right of sub licence) to use, reproduce, adapt and exploit the Intellectual Property Rights in the Activity Material including the Intellectual Property Rights in Existing Material, for any Commonwealth purpose.

Training Package units are licensed under the Free Education licence.

### **4. Course accrediting body**

The Delegate, Training and Skills Commission, Department of Further Education, Employment, Science and Technology

### **5. Training and Skills Commission**

Quality Directorate  
Department of Further Education, Employment, Science and Technology  
Level 4, 11 Waymouth Street  
ADELAIDE SA 5000  
GPO Box 320  
ADELAIDE SA 5001  
Phone: (08) 8226 3065  
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## 6. AVETMISS information

**ANZSCO Code – 6 digit**  
(Australian and New Zealand  
Standard Classification of  
Occupations)

139911 Arts Administrator or Manager

272600 Welfare, recreation and community arts workers

272611 Community Arts Worker

224212 Gallery or Museum Curator

451411 Gallery or Museum Guide

**ASCED Code – 4 digit**  
(Australian Standard  
Classification of Education)

The Field of Education classification most relevant to the course is:

- 1299 Other mixed field programmes

There are elements of the following classifications covered within the course:

- 080307 Organisation Management
- 080315 Project Management
- 079999 Education, n.e.c.
- 080505 Marketing
- 120301 Social and Interpersonal Skills Programmes
- 120505 Work Practices Programmes

**National course code**

40594SA

## 7. Period of accreditation

May 2008 to May 2013

## **Section B: Course Information**

### **1. Nomenclature**

#### **1.1 Name of the qualification**

Course in Business Skills for Creative People

The following Statements of Attainment may also be issued:

In partial completion of the Course in Business Skills for Creative People, national code (TBC)

CVNWC01B	Network within Communities
CVBSP02B	Carry Out Business Planning
CVFAS03B	Develop Funds and Resources
CVMGP04B	Undertake Marketing
CVWWC05B	Work with Collections
CVPPE06B	Plan and Program Events
CVGOV07B	Contribute to effective organisation governance
CVTPF08B	Cultivate productive relationships
CVCRT09A	Recognise the responsibilities associated with a creative skills development role
TAAENV403B	Ensure a healthy and safe learning environment
TAADEL301B	Provide training through instruction and demonstration of work skills
CUSADM03A	Manage a Project

#### **1.2 Nominal duration of the course**

The full course is nominally 40 hours duration.

Individual competencies each have a nominal duration of between 8-20 hours.

## **2. Vocational or educational outcomes of the course**

### **Standard 1 for Accredited Courses**

Nearly all regional museums, galleries, theatre groups, writers support groups, heritage sites, sculpture parks, historic walking trails and the like are managed and run by volunteers. Most businesses in the arts sector are small organisations employing four people or less and many are sustained by casual and part time workers and volunteers. These organisations all need funds to sustain their primary purpose. To obtain income they usually seek government grants; gain support for their activities from the private sector (sponsorship) and/or build visitor numbers or audiences.

Competition for income is fierce. Government agencies and private companies demand evidence of business and financial planning that is consistent with their own program and/or marketing goals.

Increasingly they find it difficult to compete for income and audiences, as demands for them to have skills such as business, people, governance, financial, planning and marketing, grow. The Course in Business Skills for Creative People (original name Creative Volunteering) was designed to develop the skills necessary for volunteers to be able to run these organisations effectively.

The course is designed to cover a broad range of skill levels and crosses over a range of AQF levels due to the range of work that volunteers may be involved in. For example, one person working in isolation may be totally responsible for the management and operation of a museum venue and collection, whereas another person may have joined the board of the organisation and need skills in governance and business planning.

## **3. Development of the course**

### **3.1 Industry /enterprise/community needs**

#### **Standards 1 and 2 for Accredited Courses**

The course was first developed following a national scoping project in 2001. The content of the course was agreed by state and territory arts agencies and a national curriculum development group made up of University, VET sector and peak bodies for arts, museums and volunteering. The basis for the content of the course involves the broad areas of work carried out by volunteer workers in regional arts and cultural organisations.

The inspiration for this program and its implementation were built on policies to develop cultural and social capacity for community organisations and the individuals who sustain them. This principle has sustained the program over the last five years and remains its motivation. Regional Arts Australia is supported by the Australian government for the management and delivery of the program through funding from the Regional Arts Fund (RAF) program.

Retrospective surveys of past participants in the program undertaken by Flinders University in 2004 and again in 2007 consistently identified a community need for the program. People who attended workshops between March – November 2003 were chosen at random for the September 2004 survey and a total of 153 people were interviewed. In 2007, 500 past participants were contacted. Of these, 149 people responded to the survey. The surveys found that over the last five years the great majority of participants in the course have found the experience useful personally and for their work within their organisations.

For example, around 90% of those surveyed who have undertaken Creative Volunteering over the last two years have been able to use what they have learned within their organisations. Outcomes that have been articulated include: designed or coordinated an event; formed partnerships or networks; written a business plan for their organisation; written a sponsorship proposal or grant application as a result of what they have learned.

The surveys showed that overall personal benefits for individuals were very high, at 97%. Examples of benefits are: maintaining contact with other participants; networking and communication; exchanging skills and ideas; creating new links between organisations. A case study from Horsham provides evidence of business, marketing and strategic plans being developed for a festival and greater confidence to coordinate events within the festival. One participant noted that she had gone on to gain paid work within the festival.

The survey also indicated that around two thirds of people had no previous training in any of the subject areas before taking part in the course, showing that there is scope for offering more training to volunteers across all subject areas. Around two thirds of those surveyed said they know someone who may be interested in participating in the course and have indicated that they would like to receive further training themselves.

The program evaluation report in 2007 provided desktop research information on trends in volunteering and compared the results of the survey with the general trend toward more advanced volunteer roles such as management or coordination. According to the report, "This (survey result) is consistent with the literature reviewed for this (evaluation) report, which indicates a general decline in interest in 'traditional' volunteering roles, with more people today (especially the baby boomers) becoming much choosier about what they want to volunteer for and having much higher expectations of voluntary activities. Trends show people are increasingly interested in decision-making roles rather than helping roles."

A significant national community consultation was carried out by Regional Arts Australia in 2005, resulting in a policy document, *2006 National Directions: Regional Arts*. Participants in the consultations pointed to volunteer 'burnout' as a major concern in regional areas and recommended that more training be offered in regional communities and the Creative Volunteering program be expanded.

The program is keeping up to date with a demand for additional elective units. In 2005, following consultation with regional arts agencies and other industry bodies,

two new electives were added to the course, *Contribute to Effective Organisational Governance* and *Cultivate productive relationships*.

This application for reaccreditation is proposing the addition of a further two units in key areas of need, training and project management. In 2006, Service Skills South Australia (SSSA), gained funding for a Reframing the Future project under the Effective Networking sub-program to look at the skill set needed for arts and cultural workers with teaching roles. This project brought together arts workers, employers and training professionals from across Australia to identify an agreed skill set of competency units or arts workers in 'teaching' roles.

The result of the project was a set of recommendations that received universal support from around the country, providing a clear benchmark of the minimum skills required. Over 100 individuals across Australia (and in many cases their associated organisations) contributed to the recommendations and SSSA received over 30 written endorsements.

Following the outcomes of this project, RAA, working in collaboration with SSSA, proposes the inclusion of a unit that is aimed at arts and cultural trainers. In 2007 the course Reference Advisory Group (RAG), regional arts agency officers, RTOs delivering the course and regionally placed arts development officers were consulted and strongly supported the addition of such a unit to this course. The addition of the trainer's unit will help to expand the skills base of artists and arts and cultural workers, increase their employability and increase the capacity of regional communities to develop and maintain their own arts and cultural activities.

The Regional Arts Fund (RAF) provides funding in regional communities, which enables arts and cultural projects that engage around 6,000 artists, 50,000 participants and audiences of 1.5 million people each year. The impact of the RAF and other national funding programs such as Festivals Australia, state government arts funding programs and local government support for community based arts and cultural activities, means that the arts has become increasingly project based. This is also true for other sectors such as youth, other social programs, landcare, recreation etc.

Regional arts agencies and regionally placed arts development officers in particular, have strongly advocated the need for improved skills in project management, particularly important in the expansion of projects funded under the RAF and important new programs such as the Collections Council of Australia's 'Collections Care' program.

In 2006 Regional Arts Australia carried out a national scoping project to determine how the course could better meet the needs of people in Indigenous communities in regional Australia. A pilot project to test the results of the scoping project is now under way in Ceduna in SA and Cardwell in Queensland. We anticipate that there will be a growing demand for the course by Indigenous participants following the pilot.

## **Major client and/or career groups**

Volunteers working in the arts and cultural sectors in regional Australia.

The definition for the purposes of this program is: 'Works in an unpaid or primarily unpaid capacity for a community based arts or cultural organisation in regional Australia.'

The key organisational categories that the volunteer workers belong to are:

- Venues and facilities (performing arts centres, regional galleries, community museums, archives and libraries (including historical societies)).
- Networks and coordinating bodies (predominantly arts councils and other similar presenting bodies, festivals associations, arts societies and arts/cultural networks).
- Arts Centres and other cultural organisations in Indigenous communities

Over the last five years almost 6,800 participants have attended around 690 workshops for the course in over 225 regional locations.

## **The course is not covered by a qualification within a Training Package.**

The course is made up of ten stand alone training units to cover the essential areas of:

1. Business planning
2. Developing funds and resources
3. Planning and programming events
4. Working with collections
5. Marketing plans
6. Network within communities
7. Cultivating productive relationships
8. Governance
9. Training others
10. Managing projects

National competency standards relevant to the agreed subject matter were reviewed prior to the development of the course in 2002, in 2005 when a major review and rewrite of all course materials was completed and two new units added to the course, and in 2007 in putting forward this proposal for reaccreditation of the course.

All of the units in the course include elements of national units of competency, however the broad role generally expected of the volunteer worker in the regions and

the extent of customisation needed for the majority of identified units of competency does not fall within packaging rules.

Adding two new units 'Manage a Project' and 'Train Others' to the course will however, include three national units of competency in the course.

### **Manage a Project**

*CUSADMO3A Manage a Project* is ideally suited to inclusion in the course and will provide much needed skills in the area of managing small arts and cultural projects.

### **Train Others**

*TAADEL301B Provide training through instruction and demonstration of work skills*

*TAAENV403B Ensure a healthy and safe learning environment*

When delivered together with the proposed *CVCRT09A Recognise the responsibilities associated with a creative skills development role* the unit 'Train Others' will enable artists and arts and cultural workers to gain the skills needed to conduct skills development workshops within the community.

## **4. Course outcomes**

### **4.1 Qualification level**

#### **Standards 1, 2 and 3 for Accredited Courses**

Course outcomes to date show us that participants are likely to vary from those with 40+ years of active experience as volunteers to those with very little, who may see the course as being a way of entering a field of interest to them. Over the last five years the program has satisfied the needs of people with a wide range of backgrounds, ability, educational experience and levels of literacy.

The course is currently being piloted in two Indigenous communities and the results of the pilot will be completed in March 2008. We anticipate that following the pilot the course will be conducted in Indigenous communities across Australia.

### **4.2 Employability skills**

#### **Standard 4 for Accredited Courses**

The course is designed to up skill volunteers across a range of roles in the arts and culture industry. The skills can be applied across different arts and cultural programs, activities or events within different organisations rather than specific job roles.

#### **Communication**

- conveying information to others about an arts or cultural organisation, program, plan or event
- exchanging information to facilitate productive relationships within an arts or cultural organisation

- reading and interpreting policies and procedures to carry out work role
- establishing own network within the region/area of operation
- following instructions when working on an event or activity

#### Teamwork

- collaborating with others to identify people, groups and community resources
- working with others to plan and program an arts or cultural organisation, event, program or activity
- working with others when developing strategies for resourcing and marketing an arts or cultural organisation, event, program or activity
- providing feedback to others to improve team effectiveness
- valuing the role of diversity within teams

#### Problem solving

- examining funding and sponsorship opportunities and identifying strategies for application and maintenance
- using mathematical techniques for estimation, approximation and calculation related to finances, capacity and resources of an arts or cultural organisation, event, program or activity
- analysing the risks associated with an arts or cultural organisation, event, program or activity
- identifying trends and issues in the cultural industries and devising strategies to deal with them
- engaging in conflict resolution

#### Initiative and enterprise

- identifying possible alternatives for sponsorship and marketing of an arts or cultural organisation event, program or activity
- monitoring organisation performance
- developing innovative ways of delivering the arts / culture message to an audience
- taking action to reduce risks

#### Planning and organising

- modifying plans to deal with changes to resource allocation
- planning activities to align actions with strategic directions
- bringing together the elements of an event through a recognised planning process
- participating in funding and sponsorship application development activities
- assisting with the development of a business plan for an arts or culture organisation.

#### Self-management

- taking responsibility for own role in risk management
- suggesting ideas to plan and organise an arts or cultural organisation, event, program or activity
- contributing to governance responsibilities of the organisation through evaluating and monitoring activities

- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

#### Learning

- identifying own professional development needs and opportunities
- recognising the variety of ways learning can occur
- developing an effective personal network
- assisting others to develop skills in a particular arts or cultural context
- developing a range of techniques to impart knowledge to others

#### Technology

- selecting and using appropriate computer software to assist with financial tasks
- Using IT tools to obtain and organise data relevant to an arts or cultural organisation, event, program or activity
- Using IT tools to convey interpretive information to others
- Recognising and reporting faulty equipment

### **4.3 Recognition given to the course (if applicable)**

#### **Standard 5 for Accredited Courses**

Not applicable

### **4.4 Licensing/regulatory requirements (if applicable)**

#### **Standard 5 for Accredited Courses**

Not Applicable

## **5. Course Rules**

### **5.1 Course structure**

#### **Standards 2, 6, 7 and 9 for Accredited Courses**

The course is made up of ten units. The full short course will be achieved by satisfactory completion of one core unit and between three and four elective units, depending on the units chosen. The details are shown in the following table.

A Statement of Attainment will be issued for any unit of competency completed if the full short course is not completed.

The intention is to provide the greatest flexibility possible in delivering the complete course and to centre the course content on the needs of the participants and their roles within an arts and cultural organisation. This flexibility enables the course to apply to a wide range of roles and activities being carried out by arts and cultural workers in their communities.

The 'Train Others' module is made up of three units that must be delivered concurrently:

CVCRT09A	Recognise the responsibilities associated with a creative skills development role
TAAENV403B	Ensure a healthy and safe learning environment
TAADEL301B	Provide training through instruction and demonstration of work skills.

### Course Structure

Core unit	Value	Nominal hours
Network within Communities	1	8
<b>Elective Units</b>		
Carry out Business Planning	1	10
Develop Funds and Resources	1	8
Undertake Marketing	1	8
Plan and Program Events	1	8
Work with Collections	1	8
Contribute to effective organisation governance	1	10
Cultivate productive relationships	1	8
Train Others	2	20
Manage a Project	2	20
<b>Total minimum required to complete the Course</b>	<b>5</b>	<b>40</b>

The following groupings of units to suit particular roles within the sector are recommended to achieve completion of the course. Other groupings of units may also be appropriate depending on the needs of the learner.

### Suitable for a Board/Committee member of a small cultural organisation.

Core unit	Value	Nominal hours
Network within Communities	1	8
<b>Elective units</b>		
Carry out Business Planning	1	10
Develop Funds and Resources	1	8
Contribute to effective organisation governance	1	10
Cultivate productive relationships	1	8
<b>Total minimum required to complete the Course</b>	<b>5</b>	<b>44</b>

**Suitable for a person in an arts/cultural/community development role.**

<b>Core unit</b>	<b>Value</b>	<b>Nominal hours</b>
Network within Communities	1	8
<b>Elective units</b>		
Develop Funds and Resources	1	8
Cultivate productive relationships	1	8
Manage a Project	2	20
<b>Total required to complete the course</b>	<b>5</b>	<b>44</b>

**Suitable for a person looking after small community festivals/events.**

<b>Core unit</b>	<b>Value</b>	<b>Nominal hours</b>
Network within Communities	1	8
<b>Elective units</b>		
Develop Funds and Resources	1	8
Undertake Marketing	1	8
Plan and Program Events	1	8
Cultivate productive relationships	1	8
<b>Total required to complete the course</b>	<b>5</b>	<b>40</b>

**Suitable for an artist providing skills development in their art form within the community.**

<b>Core unit</b>	<b>Value</b>	<b>Nominal hours</b>
Network within Communities	1	8
<b>Elective units</b>		
Cultivate productive relationships	1	8
Business Planning	1	10
Train Others	2	20
<b>Total required to complete the Course</b>	<b>5</b>	<b>46</b>

**Suitable for a person looking after a collection in a local venue.**

<b>Core unit</b>	<b>Value</b>	<b>Nominal hours</b>
Network within Communities	1	8
<b>Elective units</b>		
Develop Funds and Resources	1	8
Undertake Marketing	1	8
Work with Collections	1	8
Cultivate productive relationships	1	8
<b>Total required to complete the course</b>	<b>5</b>	<b>40</b>

## **5.2 Entry requirements**

### **Standard 9 for Accredited Courses**

There are no limitations on entry requirements.

People with special needs and limited English and/or literacy skills will need to inform the RTO on enrolment so that additional support such as a 'buddy', visual and/or verbal assessment tasks, an interpreter, more time to complete the assessment tasks etc can be organised ahead of time.

Delivery through one to two day workshops is designed for existing workers and RTOs may need to cater for people without any work experience who may need extra time to complete assessment tasks.

RAA has customising the course for delivery in Indigenous communities by tailoring the case studies and developing different scenarios, determining appropriate protocols and time frames and catering for language barriers.

## 6. Assessment

### 6.1 Assessment strategy

#### Standards 10 and 12 for Accredited Courses

Effective assessment through one to two day workshops has constraints of time and validity. Strategies to ensure consistency of assessment has been developed and continuously improved over the last five years.

Each participant who wishes to complete the assessment must complete the specified assessment activities during the workshops involving:

- A skills audit relevant to the learner's level of experience via a template filled out prior to the workshop and revisited at the end of the workshop.
- Participant involvement in and contribution to group workshop activities and role plays where they must demonstrate understanding of underpinning knowledge, communication skills and the ability to work as a member of a team
- Completion of required assessment tasks where essential information will be developed and recorded.
- Completion of written (and/or verbal where literacy is limited) exercises, where participants will be expected to apply their own organisational knowledge and experience in a practical way.
- Specified pre and post workshop assessment tasks.
- Workbooks have been developed for each workshop and are considered essential tools for the assessment process. Flexibility and multiple methods of demonstrating people's competency consistent with the sector are needed.

A facilitator's guide provides guidance and assistance for trainers to assess the participant's competence.

### 6.2 Assessor competencies

#### Standard 12 for Accredited Courses

Delivery of the course will comply with standard 1, Element 1.4 of the AQTF 2007 Essential Standards for Registration. Assessors must be able to demonstrate vocational competences at least to the level being assessed and:

- (i) hold the following three competencies from the Training and Assessment Training Package (TAA04):
  - a) TAAASS401A Plan and organise assessment
  - b) TAAASS402A Assess competence
  - c) TAAASS404A Participate in assessment validation, **or**
- (ii) be able to demonstrate equivalent competencies to all three units of competency listed in (i), **or**

(iii) hold the following competencies from the superseded Training Package for Assessment and Workplace Training (BSZ98):

- a) BSZ401A Plan assessment,
- b) BSZ402A Conduct assessment, and
- c) BSZ403A Review assessment, **or**

(iv) be able to demonstrate that prior to 23 November 2005 they had been assessed as holding equivalent competencies to all three units of competency listed in (iii) above.

**Note:** If a person does not have the assessment competencies as defined in (i) (ii), (iii) or (iv)

above *and* the relevant vocational competencies at least to the level being assessed, one

person with all the assessment competencies listed in (i) (ii), (iii) or (iv) above and one or more persons who have the relevant vocational competencies at least to the level being assessed may work together to conduct the assessments.

**and:**

- (v) Assessors should have an understanding of the volunteer worker.
- (vi) Assessors should be familiar with the relevant workbooks and facilitator's guide.

## **7. Delivery**

### **7.1 Delivery modes**

#### **Standards 11 and 12 for Accredited Courses**

The course does not require any on job training or assessment

Candidates who wish to apply for RPL for the course, or individual units in the course, must apply directly to the RTO. An enrolment form will be forwarded to the Candidate and they will need to enrol in the relevant Units with the RTO.

Candidates will be eligible for assessment through RPL via a skills audit and checking against the assessment requirements.

The delivery of the course is supported through workbooks designed to facilitate face to face, practical off the job workshops. Workbooks are an integral resource for delivery and are an ongoing resource for the participants in the workplace following the workshops.

Exercises and templates in the workbooks are designed to facilitate a skills recognition process as well as providing essential underpinning information. These resources are provided to each participant in paper copies and are also available as electronic copies through the RTOs from the Regional Arts Australia website.

Customisation may be applicable depending on the industry sector and client group. For example, the course can be applied to other volunteers sectors such as sport and recreation and community services.

It is recommended that examples and case studies in the workbooks relevant to the industry sector/client group/organisation be tailored in order to customise the delivery. A pilot of the course currently under way in regional Australia will inform delivery in Indigenous communities.

There are no specialist facilities required for the delivery of this course. It is delivered in a range of venues such as classrooms, community halls, museums and galleries, meeting rooms, etc.

#### **Vocational competency requirements for trainers:**

Trainers must be able to demonstrate vocational competencies at least to the level of those being delivered and:

(i) hold the Certificate IV in Training and Assessment (TAA40104) from the Training and Assessment Training Package, or

(ii) be able to demonstrate equivalent competencies, or

(iii) hold the Certificate IV in Assessment and Workplace Training from the superseded Training Package for Assessment and Workplace Training (BSZ98), or

(iv) be able to demonstrate that prior to 23 November 2005 they had been assessed as holding equivalent competencies to the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98); or work under the direct supervision\* of a person who has the competencies specified in (i) or (ii) or (iii) or (iv) above.

**Note:** Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the trainer competencies in (i), (ii), (iii) or (iv) above and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all training delivery.

Trainers and/or supervisors must:

- Be able to demonstrate a thorough understanding of current industry practices including that of the volunteer worker.
- Possess excellent interpersonal skills.
- Trainers should be familiar with the relevant workbooks and the facilitator's guide.

## 8. Pathways and articulation

### Standard 8 for Accredited courses

The course includes the following units:

TAA04	Training and Assessment Training Package
TAADEL301A	Provide training through instruction and demonstration of work skills, and
TAAENV403A	Ensure a healthy and safe learning environment
CUS01	Music Training Package
CUSADM03A	Manage a Project

Not from a Training Package

CVNWC01B	Network within Communities
CVBSP02B	Carry Out Business Planning
CVFAS03B	Develop Funds and Resources
CVMGP04B	Undertake Marketing
CVWWC05B	Work with Collections
CVPPE06B	Plan and Program Events
CVGOV07B	Contribute to effective organisation governance
CVTPF08B	Cultivate productive relationships
CVCRT09A	Recognise the responsibilities associated with a creative skills development role

There are no explicit limitations on pathways to the qualification. Pathways may take account of other courses including non accredited training programs, work based learning, experience as a volunteer in an organisation and relevant life skills.

Achievement of *TAADEL301B Provide training through instruction and demonstration of work skills, and TAAENV403B Ensure a healthy and safe learning environment*, will lead to the achievement of TAA40104 Certificate IV in Training and Assessment

Achievement of *CUSADM03A Manage a Project*, will lead to the achievement of CUS40201 Certificate IV in Music Industry, and CUV40503 Certificate IV in Arts Administration.

Units have been developed after a review of relevant Training Package qualifications. Elements of the following national units of competency are covered in the units.

### **Contribute to effective organisation governance**

(BSBATSIL401A) Meet the roles and responsibilities of a Board member (1) (Business Services TP)

(BSBATSIL501A) Meet the roles and responsibilities of a Board member (2) (Business Services TP)

SRX GOV001B Participate as a member of an effective Board of an organisation. (Sport TP)

### **Cultivate productive relationships**

(WRRCS3B) Interact with customers, and (Retail TP)

CULLB510B) Develop and maintain community/stakeholder relationships (Libraries & Museums TP)

### **Business planning**

BSBSMBM404A Undertake Business Planning (Business Services TP)

### **Develop Funds and resources**

CUEFIN03B Obtain sponsorship (Entertainment TP)

### **Network within communities**

CHCNET2B Maintain Effective Networks. (Community Services TP)

### **Plan and program events**

SRXEVT003B Coordinate Events (Sport TP) and CULMS406C Deliver information, activities and events (Libraries & Museums TP)

### **Undertake Marketing**

CUEMAR03B Undertake Marketing Activities. (Entertainment TP)

### **Working with Collections**

CULMS412C Record and Maintain Collection Information (Libraries & Museums TP)

Information about how to get credit towards endorsed national competency standards has been identified in each of the workbooks.

Completion of the course, together with an assessment task of a written report, will give credit for a 6 unit module in the Flinders Graduate Certificate in Festival and Events Management.

Recognition of the course may be gained towards competency/s studied in the Volunteer Management Studies courses;

- Certificate IV in Community Services (Volunteer Management),
- Diploma of Community Services (Volunteer Management),
- Advanced Diploma of Community Services (Volunteer Management) through the process of recognition of prior learning (RPL).

An articulation arrangement exists between the three volunteer management courses and the Bachelor of Social Work and Bachelor of Social Science offered by the University of SA.

The course is an elective stream within the Certificates I II and III in Active Volunteering.

## **Section C: Competency Template**

## Network Within Communities

**Code of Unit of Competency** CVNWC01B

**Unit Title:** Network Within Communities

**Unit Descriptor** This unit covers the skills and knowledge required for individuals to develop networks within communities in order to support cultural activities and would be suitable for a regional cultural organisation relying on the work of volunteers for its operation and management. It may be applied to volunteer members of an organisation

### Elements of Competency

### Performance Criteria

Recognise what makes up a community

Issues, values and structures of a community are identified

Relevant groups and people within a particular community are identified

Identify networking opportunities within a community

Purposes of a network are identified

Protocols of dealing with individuals and groups are identified and implemented

Effective interpersonal and communication skills are employed in order to work cooperatively

Ascertain strategies for networking within a community

Networking goals and objectives are identified

A range of resources to support networks are identified

### Range of Variables

Issues within a regional community may include:

- regional, rural and remote location
- cultural diversity
- social/cultural isolation
- age profile
- health
- income levels
- family systems
- religion

- employment
- access to education and training
- local planning
- public access
- community resources and access to them

Values and structures may include cultural preference and mores of different groups such as:

- religious/spiritual observances
- language
- family relationships
- status/protocol
- ceremonies/celebrations
- prohibitions/taboo

Contexts of working with communities may include:

- outcomes for individuals and groups
- social, political and economic issues impacting upon a community
- models of community cultural development
- government funding policies
- organisational policies and procedures
- legislative and statutory frameworks
- specific groups, issues or communities eg. young people and/or geographic areas
- research activities
- policy development
- advocacy
- project development and implementation
- infrastructure development
- community support
- working in teams
- communication technology

Relevant groups within a community may include:

- local businesses and private enterprise
- local government agencies and councils and other government agencies
- historical societies, museums and galleries
- libraries and archives
- arts and cultural organisations
- Indigenous collecting organisations (e.g. keeping places, knowledge centres)
- community associations and organisations
- sporting and recreation clubs
- local media – newspapers, radio
- schools and education centres
- advocacy and lobby groups
- special interest groups
- disability support groups

Relevant people may include

- suppliers
- audience/visitors/clients
- sponsors
- contributors
- regional bodies
- government
- schools
- local businesses
- members
- volunteers
- local service clubs
- tourists
- donors
- family members

Opportunities for people to participate may include

- activities at service delivery, program, operative and management levels
- events and functions
- promotion
- meetings
- committees

Resources may include:

- facilities, transport, venues, materials, equipment
- provision of training and professional development
- financial/funding/sponsorship/
- staff skills and time
- administrative skills/support
- people's knowledge, skills and experience
- time

Networking goals and objectives may include:

- financial requirements
- target groups
- size and scale of the network
- lifestyle issues
- community needs
- outcomes
- evaluation

Risk management strategies may include:

- potential for conflict
- intellectual property
- appropriate insurance cover

and must include:

- Occupational Health and Safety and duty of care requirements

## **Evidence Guide**

Critical Aspects of Evidence:

- understanding of the development of strategies to facilitate a network within a community
- appreciation of occupational health and safety, duty of care responsibilities

At this level the learner must demonstrate broad understanding incorporating some theoretical concepts:

- recognition of elements to help develop and sustain a network
- understanding of community cultural activities
- awareness of the reasons for and benefits of networking
- understanding of setting goals and objectives
- knowledge of action planning processes
- understanding of methods of evaluation
- awareness of principles of risk management relevant to networking
- understanding of how to relate plans for networking activities with individual's role and organisational goals

Underpinning Skills:

- literacy skills to enable interpretation of relevant information
- numeracy skills relevant to financial information
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications:

- the learner and trainer must have access to relevant workbooks and facilitator's guide

Consistency of Performance:

- evidence should be demonstrated through completion of a skills audit, learner contribution in a workshop setting and completion of required elements of an action plan template.

Context/s of Assessment

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills identified in the evidence guide, and within the scope as defined by the range of variables
- assessment must take account of the assessment guidelines outlined in part B
- assessment of performance requirements in this unit may be undertaken in a workshop session, an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies

## **Employability Skills**

### Communication

- exchanging information to facilitate productive relationships within an arts or cultural organisation
- establishing own network within the region/area of operation

### Teamwork

- collaborating with others to identify people, groups and community resources
- valuing the role of diversity within teams

### Problem solving

- identifying trends and issues in the cultural industries and devising strategies to deal with them
- engaging in conflict resolution

### Initiative and enterprise

- developing innovative ways of delivering the arts / culture message to an audience

### Planning and organising

- planning activities to align actions with strategic directions

### Self-management

- taking responsibility for own role in risk management
- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

### Learning

- developing an effective personal network

### Technology

- Using IT tools to convey interpretive information to others
- Recognising and reporting faulty equipment

## Carry Out Business Planning

**Code of Unit of Competency** CVBSP02B

**Unit Title** Carry Out Business Planning

**Unit Descriptor** This unit covers the skills and knowledge required to develop a business plan suitable for a regional cultural organisation that relies on the work of volunteers for its operation and management. It may be applied to volunteer members of an organisation.

### Elements of Competency

### Performance Criteria

Identify elements of a business plan

Components of a business plan relevant to a business opportunity are identified

Purpose of the business plan is identified

Draft elements of a business plan using recognised business planning techniques.

Business goals and objectives are identified

The need to maintain required liquidity is acknowledged

The role of marketing/ promotion strategies is acknowledged

People requirements to effectively produce and/or deliver products and/or services are identified

Develop strategies to minimise risk

People to support the planned business direction are identified

Risk management strategies are identified according to business goals and objectives with reference to legal requirements

### Range of Variables

Legislation, codes and national standards relevant to the workplace may include:

- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety, environmental issues, industrial relations and anti-discrimination
- industry codes of practice

Occupational Health and Safety issues must include:

- management of the organisation

- procedures for managing hazards in the workplace
- Provisions for ensuring safety of visitors including members of the public and contractors

Business plan may include:

- size and scale of the organisation
- marketing requirements
- sources of finance, funding and/or sponsorship
- risk assessment and management
- stages in the business development
- community cultural development strategies
- resources required and available
- details of ownership/management
- staffing, paid and unpaid
- organisational/ operational arrangements
- specialist services and sources of advice
- financial information
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise

Business opportunities may be influenced by:

- expected financial viability,
- skills of operator
- amount and types of finance available
- government funding policy
- isolation, distance from capital cities/major regional centres
- population in the region
- community resources
- cultural protocols

Business goals and objectives may include:

- short, medium or long term goals
- financial information
- client needs
- marketing projections
- market focus of the organisation
- lifestyle issues
- community needs

Financial information may include:

- current financial position
- financial performance to date
- a review of sources and forms of finance/funding/sponsorship
- budgeting
- risks and measures to manage or minimise risks
- monthly, quarterly or annual returns
- cash flow estimates for a forward period

- Goods and Services Tax information

Financial resources may include:

- government sources eg. Federal, state and local governments
- sponsorship opportunities
- fundraising activities
- memberships
- gifts and donations
- sales

Personnel requirements may include:

- committee members, Board members
- full-time, part-time, permanent, temporary or casual paid staff
- volunteers
- owner/operator
- external advisers/consultants

Relevant people may include

- suppliers
- clients
- sponsors
- contributors
- regional bodies
- government
- schools
- local businesses
- members
- volunteers
- local service clubs
- tourists
- donors
- family members

Risk management strategies may include:

- intellectual property
- knowledge management systems
- contracts
- product liability
- securing appropriate insurance to cover property, public liability, professional indemnity
- cash flow predictions
- financial control

and must include:

- Occupational Health and Safety requirements

## Evidence Guide

### Critical Aspects of Evidence:

- The elements of a business plan providing for identification of products/ services to facilitate the business goals and objectives
- Ability to identify Occupational Health and Safety, duty of care responsibilities

At this level the learner must demonstrate broad understanding incorporating some theoretical concepts:

- knowledge of relevant legislative requirements
- awareness of OHS responsibilities
- awareness of the reasons for and benefits of business planning
- knowledge of planning processes
- understanding of how to draft elements in the preparation of a business plan
- knowledge of setting goals and objectives
- understanding of methods of evaluation
- awareness of principles of risk management
- understanding of how to address client's needs, resources and legal requirements in accordance with business goals and objectives

### Underpinning Skills:

- literacy skills to enable interpretation of relevant information
- numeracy skills relevant to financial plan
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

### Resource Implications:

- the learner and trainer must have access to relevant workbooks and facilitator's guide

### Consistency of Performance:

- evidence should be demonstrated through completion of a skills audit, learner contribution in a workshop setting and completion of required elements of a business plan template.

### Context/s of Assessment

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills identified in the evidence guide, and within the scope as defined by the range of variables
- assessment must take account of the assessment guidelines outlined in Part B, Course Information.
- assessment of performance requirements in this unit may be undertaken in a workshop session, an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies

## Employability Skills

### Communication

- conveying information to others about an arts or cultural organisation, program, plan or event
- exchanging information to facilitate productive relationships within an arts or cultural organisation
- reading and interpreting policies and procedures to carry out work role

### Teamwork

- collaborating with others to identify people, groups and community resources
- working with others when developing strategies for resourcing and marketing an arts or cultural organisation, event, program or activity
- providing feedback to others to improve team effectiveness
- valuing the role of diversity within teams

### Problem solving

- examining funding and sponsorship opportunities and identifying strategies for application and maintenance
- using mathematical techniques for estimation, approximation and calculation related to finances, capacity and resources of an arts or cultural organisation, event, program or activity
- analysing the risks associated with an arts or cultural organisation, event, program or activity
- identifying trends and issues in the cultural industries and devising strategies to deal with them

### Planning and organising

- planning activities to align actions with strategic directions
- assisting with the development of a business plan for an arts or culture organisation.

### Self-management

- taking responsibility for own role in risk management
- suggesting ideas to plan and organise an arts or cultural organisation, event, program or activity
- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

### Learning

- identifying own professional development needs and opportunities

## Technology

- selecting and using appropriate computer software to assist with financial tasks
- Using IT tools to obtain and organise data relevant to an arts or cultural organisation, event, program or activity
- Recognising and reporting faulty equipment

## Develop Funds and Resources

**Code of Unit of Competency** CVFAS03B

**Unit Title** Develop Funds and Resources

**Unit Descriptor** This unit covers the skills and knowledge required to develop strategies and prepare proposals for funding and sponsorship and would be suitable for a regional cultural organisation relying on the work of volunteers for its operation and management. It may be applied to volunteer members of an organisation

### Elements of Competency

### Performance Criteria

Develop a Resourcing plan

Resourcing needs are identified

An audit of organisational capacity is conducted

Funding options are researched

Analyse elements of funding models

Features of funding models are identified

The roles and characteristics of key funding and sponsorship bodies in Australia and overseas are identified.

Sources of information available about funding and sponsorship are acknowledged and documented.

Time and resource requirements of activities and programs for which fundraising and sponsorship are sought are quantified.

Develop the basics of a grant or sponsorship application.

Key features of a grant and sponsorship application are identified.

A project/organisation is matched to a potential sponsor or source of funding.

Identify and target potential sponsors

A range of potential sponsors is identified and documented.

A range of creative strategies to attract and maintain sponsors are identified and documented.

## **Range of Variables**

National, state and local arts and culture organisation requirements and approaches and legislation relevant to the activity may include:

- Government and other grants options and opportunities
- Corporate sponsorship options and opportunities
- Grant and sponsorship applications – preparation and follow up
- Grant and sponsorship application strategies
- National, state/territory and local government legislative requirements

Appropriate personnel may include:

- management
- other marketing personnel
- work colleagues
- other volunteers

Funding models may include:

- grants
- sponsorship
- donations, gifts, bequests

Key features of a funding model may include

- criteria
- budget
- timing
- duration
- nature of activity
- benefits
- restrictions
- action plans
- acquittals
- reporting requirements

Funding and sponsorship proposals may take account of the following issues:

- who to approach
- how to present information
- resources including human resources
- skills of personnel

- community development implications
- organisational/ operational arrangements
- specialist services, equipment and sources of advice which may be required
- recognition of any seasonal or cyclical variations
- isolation, distance from capital cities/major regional centres
- population in the region
- existing community resources
- evaluation requirements
- possible cooperative approaches
- target audience
- objectives of the activity
- public relations implications
- ethics

Risk management strategies may include:

- potential for conflict of interest
- intellectual property
- return on investment
- cultural protocols
- research targets
- research past funding models

Critical Aspects of Evidence:

- the ability to work with other stakeholders
- the ability to negotiate and to solve problems
- understanding of the research requirements
- understanding of the cultural funding and sponsorship
- appreciation of legislative requirements

At this level the learner must demonstrate broad understanding incorporating some theoretical concepts:

- Underpinning Skills:
- literacy skills to enable interpretation of relevant information
- numeracy skills relevant to financial matters
- ability to relate to people
- understanding research activities that can be undertaken in preparation to secure a grant and sponsorship.
- understanding the processes associated with negotiating grants and sponsorship.
- ability to identify funding and sponsorship application and maintenance strategies
- understanding of the processes associated with securing and servicing funding and sponsorship arrangements.

#### Resource Implications:

- the learner and trainer must have access to relevant workbooks and facilitator's guide

#### Consistency of Performance:

- evidence should be demonstrated through completion of a skills audit, learner contribution in a workshop setting and completion of required exercises and templates in the workbook.

#### Context/s of Assessment:

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills identified in the evidence guide, and within the scope as defined by the range of variables
- assessment must take account of the assessment guidelines outlined in part B
- assessment of performance requirements in this unit may be undertaken in a workshop session, an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies

#### Communication

- conveying information to others about an arts or cultural organisation, program, plan or event
- reading and interpreting policies and procedures to carry out work role
- following instructions when working on an event or activity

#### Teamwork

- collaborating with others to identify people, groups and community resources
- working with others when developing strategies for resourcing and marketing an arts or cultural organisation, event, program or activity
- valuing the role of diversity within teams

#### Problem solving

- examining funding and sponsorship opportunities and identifying strategies for application and maintenance
- using mathematical techniques for estimation, approximation and calculation related to finances, capacity and resources of an arts or cultural organisation, event, program or activity
- analysing the risks associated with an arts or cultural organisation, event, program or activity
- identifying trends and issues in the cultural industries and devising strategies to deal with them

#### Initiative and enterprise

- identifying possible alternatives for sponsorship and marketing of an arts or cultural organisation event, program or activity
- taking action to reduce risks

#### Planning and organising

- modifying plans to deal with changes to resource allocation
- planning activities to align actions with strategic directions
- participating in funding and sponsorship application development activities

#### Self-management

- taking responsibility for own role in risk management
- suggesting ideas to plan and organise an arts or cultural organisation, event, program or activity
- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

#### Learning

- identifying own professional development needs and opportunities

#### Technology

- selecting and using appropriate computer software to assist with financial tasks
- Using IT tools to obtain and organise data relevant to an arts or cultural organisation, event, program or activity
- Recognising and reporting faulty equipment

## Undertake Marketing

**Code of Unit of Competency** CVMGP04B

**Unit Title** Undertake Marketing

**Unit Descriptor** This unit covers the skills and knowledge required to develop a marketing plan suitable for a regional cultural organisation that relies on the work of volunteers for its operation and management. It may be applied to volunteer members of an organisation

### Elements of Competency

### Performance Criteria

Identify elements of a marketing plan

Components of a marketing plan are identified

Purpose of a marketing plan is identified

The relevance of a marketing plan in relation to business goals and objectives is acknowledged

Draft elements of a marketing plan using recognised planning techniques.

The role of market research is acknowledged

Marketing activities are identified

Target markets are identified

Sample action plans for marketing activities are progressed

Responsibilities and functions of personnel are identified

Networking opportunities with community, industry and media are identified

Develop strategies to minimise risk

Evaluation processes are identified

Information gathering procedures and management are identified

Potential constraints and limitations are acknowledged

### Range of Variables

Legislation, codes and national standards relevant to the activity may include:

- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to privacy, occupational health and safety, environmental issues and anti-discrimination
- ethics

Appropriate personnel may include:

- management
- other marketing personnel
- work colleagues
- other volunteers

Marketing and promotional activities may include:

- promotional events
- display and signage initiatives
- market research
- advertising
- industry activities
- public relations activities

Marketing plans may take account of the following issues:

- budget allocation
- resources including human resources, skills of personnel, financial resources, funding and/or sponsorship
- community development implications
- organisational/ operational arrangements
- specialist services, equipment and sources of advice
- recognition of any seasonal or cyclical variations
- isolation, distance from capital cities/major regional centres
- population in the region
- community resources
- evaluation requirements

Marketing activities may take account of the following issues:

- time constraints and date selection
- target audience
- objectives of the activity
- venue and location
- possible cooperative approaches
- duration
- style and format of event/activity
- number and nature of market
- promotional materials required
- public relations implications
- design and distribution of printed materials
- coordination of RSVPs
- need for external assistance
- staffing implications

- strategies for maximising attendance and impact
- Information gathering procedures and management.
- Information and communication technology

Risk management strategies may include:

- market research
- evaluation processes
- potential for conflict
- intellectual property
- currency of data bases

## **Evidence Guide**

Critical Aspects of Evidence:

- understanding of planning and evaluation processes
- knowledge of marketing principles and their application to practical workplace contexts
- appreciation of necessary legislative requirements

At this level the learner must demonstrate broad understanding incorporating some theoretical concepts:

- what is marketing, its scope and importance
- the foundations of marketing
- the role of marketing
- market segmentation
- consumer behaviour
- relevance of the consumer in marketing action.

Underpinning Skills:

- literacy skills to enable interpretation of relevant information
- numeracy skills relevant to marketing and research information
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications:

- the learner and trainer must have access to relevant workbooks and facilitator's guide

Consistency of Performance:

- evidence should be demonstrated through completion of a skills audit, learner contribution in a workshop setting and completion of elements of a marketing plan template.

Context/s of Assessment

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills identified in the evidence guide, and within the scope as defined by the range of variables

- assessment must take account of the assessment guidelines outlined in part B
- assessment of performance requirements in this unit may be undertaken in a workshop session, an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies

## **Employability Skills**

### Communication

- conveying information to others about an arts or cultural organisation, program, plan or event
- exchanging information to facilitate productive relationships within an arts or cultural organisation
- reading and interpreting policies and procedures to carry out work role
- establishing own network within the region/area of operation
- following instructions when working on an event or activity

### Teamwork

- collaborating with others to identify people, groups and community resources
- working with others to plan and program an arts or cultural organisation, event, program or activity
- working with others when developing strategies for resourcing and marketing an arts or cultural organisation, event, program or activity
- providing feedback to others to improve team effectiveness
- valuing the role of diversity within teams

### Problem solving

- examining funding and sponsorship opportunities and identifying strategies for application and maintenance
- using mathematical techniques for estimation, approximation and calculation related to finances, capacity and resources of an arts or cultural organisation, event, program or activity
- analysing the risks associated with an arts or cultural organisation, event, program or activity
- identifying trends and issues in the cultural industries and devising strategies to deal with them

### Initiative and enterprise

- identifying possible alternatives for sponsorship and marketing of an arts or cultural organisation event, program or activity
- developing innovative ways of delivering the arts / culture message to an audience
- taking action to reduce risks

### Planning and organising

- modifying plans to deal with changes to resource allocation
- planning activities to align actions with strategic directions
- participating in funding and sponsorship application development activities

### Self-management

- taking responsibility for own role in risk management
- suggesting ideas to plan and organise an arts or cultural organisation, event, program or activity
- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

### Learning

- identifying own professional development needs and opportunities

### Technology

- selecting and using appropriate computer software to assist with financial tasks
- Using IT tools to obtain and organise data relevant to an arts or cultural organisation, event, program or activity
- Using IT tools to convey interpretive information to others
- Recognising and reporting faulty equipment

# Work with Collections

**Code of Unit of Competency** CVWWC05B

**Unit Title** Work with Collections

**Unit Descriptor** This unit covers the skills and knowledge required for individuals to work with cultural , scientific or digital collections and would be suitable for a regional cultural organisation relying on the work of volunteers for its operation and management. It may be applied to volunteer members of an organisation.

## Elements of Competency

## Performance Criteria

Prepare a statement of purpose for a collecting organisation

The value that collecting organisations (including archives, galleries, libraries and museums) provide to the community is identified.

The ways in which collecting organisations can build and maintain links with their communities are identified

Plan elements of a collections strategy

The purposes of two essential collections policy types are identified

The key elements of two essential collections policy types are drafted

Criteria for assessing the significance of objects and/or collections are identified

The purpose and principles of collections care are examined

The ethical issues associated with collections are identified

Develop an outline of an exhibition and/or interpretative program

The purpose and principles of interpretation and exhibition programs are identified

Interpretative approaches for a range of target audiences are acknowledged

The process used in developing and evaluating interpretative and exhibition programs is identified

Develop strategies to minimise risk

Risk management strategies are identified

with reference to legal and insurance requirements

## Range of Variables

Legislation, codes and national standards may include:

- national, state/territory and local government legislative requirements
- industry codes of practice
- cultural protocols and taboos
- ethics

Occupational Health and Safety issues must include:

- procedures for managing hazards in the workplace
- identification of specific hazard issues such as security, manual handling, equipment and hazardous substances and materials (including collection articles)
- Provisions for ensuring safety of visitors

Collecting organisations may include

- archives, galleries, libraries, museums
- keeping places
- historical societies
- clubs
- private individuals
- corporate bodies
- educational institutions

Interpretive approaches may include

- exhibitions (including 'display storage')
- events
- education
- publications
- storytelling
- audiovisuals
- guided or self guided tours

Collections strategy may be influenced by:

- display and storage facilities
- an organisation's resources
- relationship with other organisations in the region
- skills and knowledge of operator
- isolation, distance from capital cities/major regional centres
- demography and history of the region
- community resources and participation
- cultural protocols and taboos
- significance of the collection itself

Personnel requirements may include:

- committee members
- full-time, part-time, permanent, temporary or casual paid staff
- volunteers
- external advisers/consultants

Risk management strategies may include:

- security systems
- ownership
- knowledge management (including good documentation)
- preventive conservation
- securing appropriate insurance to cover property, public liability, professional indemnity
- and must include:
  - Occupational Health and Safety requirements
  - risk management requirements
  - cultural protocols and taboos
  - disaster preparedness planning

## **Evidence Guide**

Critical Aspects of Evidence:

- elements of a collections strategy to address the principles of collections care and interpretation.
- awareness of cultural protocols and taboos
- ability to identify occupational health and safety and duty of care responsibilities

At this level the learner must demonstrate broad understanding incorporating some theoretical concepts:

- understanding of the purpose of collecting organisations..
- knowledge of the personal and collective community needs that collecting organisations meet.
- understanding how collecting organisations can build and maintain links with their communities.
- a grasp of key issues which inform collection development, management preservation and interpretation.
- awareness of criteria for assessing the significance of objects and/or collection
- how to distinguish between preservation, conservation and restoration.
- awareness of ethical issues associated with collections.

Underpinning Skills:

- literacy skills to enable interpretation of relevant information
- numeracy skills relevant to collections management
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities and to be able to inform oneself about cultural differences that may apply

#### Resource Implications:

- The learner and trainer must have access to relevant workbooks and facilitator's guide
- 
- Consistency of Performance:
- evidence should be demonstrated through completion of a skills audit, learner contribution in a workshop setting and completion of required elements of exercises and templates

#### Context/s of Assessment

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills identified in the evidence guide, and within the scope as defined by the range of variables
- assessment must take account of the assessment guidelines outlined in part B
- assessment of performance requirements in this unit may be undertaken in a workshop session, an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies

### **Employability Skills**

#### Communication

- conveying information to others about an arts or cultural organisation, program, plan or event
- exchanging information to facilitate productive relationships within an arts or cultural organisation
- reading and interpreting policies and procedures to carry out work role
- establishing own network within the region/area of operation
- following instructions when working on an event or activity

#### Teamwork

- collaborating with others to identify people, groups and community resources
- providing feedback to others to improve team effectiveness
- valuing the role of diversity within teams

#### Problem solving

- examining funding and sponsorship opportunities and identifying strategies for application and maintenance
- using mathematical techniques for estimation, approximation and calculation related to finances, capacity and resources of an arts or cultural organisation, event, program or activity
- analysing the risks associated with an arts or cultural organisation, event, program or activity

#### Initiative and enterprise

- identifying possible alternatives for sponsorship and marketing of an arts or cultural organisation event, program or activity
- monitoring organisation performance

- developing innovative ways of delivering the arts / culture message to an audience
- taking action to reduce risks

#### Planning and organising

- modifying plans to deal with changes to resource allocation

#### Self-management

- taking responsibility for own role in risk management
- suggesting ideas to plan and organise an arts or cultural organisation, event, program or activity
- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

#### Learning

- identifying own professional development needs and opportunities
- recognising the variety of ways learning can occur
- developing a range of techniques to impart knowledge to others

#### Technology

- Using IT tools to obtain and organise data relevant to an arts or cultural organisation, event, program or activity
- Using IT tools to convey interpretive information to others
- Recognising and reporting faulty equipment

## Plan and Program Events

**Code of Unit of Competency** CVPPE06B

**Unit Title** Plan and Program Events

**Unit Descriptor** This unit covers the skills and knowledge required to plan and program arts and cultural events and would be suitable for a regional cultural organisation relying on the work of volunteers for its operation and management. It may be applied to volunteer members of an organisation.

### Elements of Competency

### Performance Criteria

Generate concepts for an arts or cultural activity

Ideas and opportunities for activities or events are identified

A process for suggestions to be put forward is identified

Draft elements of an action plan using recognised planning techniques.

The activity's objectives are identified

The effect of the activity, event or program on other activities and people is identified

The viability of the event is acknowledged

Potential partners, key stakeholders and team members are identified

Program an activity

Requirements to effectively produce and/or deliver products and/or services are identified

Evaluation processes are determined

Creative content and source of talent/objects are identified.

Requirements for artists/performers/participants are identified

Appropriate technical requirements are identified

Resource implications are identified

Develop strategies to minimise risk

Risk management strategies are identified with reference to legal and insurance requirements

## **Range of Variables**

Legislation, codes and standards relevant to the activity may include:

- national, State/Territory and Local Government legislative requirements especially in regard to Occupational Health and Safety and environmental issues, industrial relations, public health, contracts, copyright, royalties and anti-discrimination
- industry codes of practice
- the organisation's core values
- accepted organisational procedures and practices
- ethical standards
- cultural protocols and taboos

Occupational Health and Safety issues may include:

- operation of Occupational Health and Safety policy
- procedures for managing hazards in the workplace
- identification of specific hazard issues
- Provisions for ensuring safety of participants including members of the public and artists

Events may include:

- special occasions and festivals
- holiday or weekend activities
- performances eg theatre, film, music, craft demonstrations, workshops
- field trips, site visits
- open days
- ceremonies

Events may take place on site or elsewhere and may require:

- lighting
- audio-visuals
- other equipment
- music

The event's viability may take into account:

- relevant personnel including volunteers
- estimated costs
- logistics
- target audience and potential audience numbers.
- possible sources of income
- contingency planning

- external and internal environmental factors
- potential clashes with other events
- weather
- organisational capacity
- isolation, distance from capital cities/major regional centres
- population in the region
- community resources
- skills of volunteers

Action plan may include:

- timelines
- proposed size and scale of the event/activity
- marketing requirements
- budget
- community development strategies
- resources required and available
- details of ownership/management
- organisational/ operational arrangements
- specialist services, equipment and sources of advice which may be required
- recognition of any seasonal or cyclical factors
- cultural protocols
- Identification of licensing and concession opportunities

People requirements may include:

- committee members
- full-time, part-time, permanent, temporary or casual paid staff
- volunteers
- external advisers/consultants

Potential partners, key stakeholders and team members may include

- regional arts/cultural organisations
- agents
- suppliers
- audiences
- sponsors
- regional bodies
- government
- schools
- local businesses
- members
- volunteers
- local service clubs
- tourists
- donors
- family members

Risk management strategies may include:

- copyright
- royalties
- contracts
- product liability
- securing appropriate insurance to cover public liability, professional indemnity
- security systems
- cash flow predictions
- financial control
- and must include:
- Occupational Health and Safety requirements
- duty of care requirements

### **Evidence Guide**

#### Critical Aspects of Evidence:

- relevant regulatory requirements
- OHS and risk management responsibilities
- action planning processes
- understanding of risk management relevant to an event

At this level the learner must demonstrate broad understanding incorporating some theoretical concepts:

- knowledge of consultation processes
- understanding of technical implications
- contingency management
- knowledge of evaluation processes
- understanding of reporting and acquittal requirements
- ability to identify occupational health and safety, duty of care responsibilities
- understanding of how to liaise with media and others for marketing purposes
- ability to work as a member of a team

#### Underpinning Skills:

- literacy skills to enable interpretation of relevant information
- numeracy skills relevant to planning and programming
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

#### Resource Implications:

- the learner and trainer must have access to relevant workbooks and facilitator's guide

#### Consistency of Performance:

- evidence should be demonstrated through completion of a skills audit, learner contribution in a workshop setting and completion of required exercises and templates.

### Context/s of Assessment

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills identified in the evidence guide, and within the scope as defined by the range of variables
- assessment must take account of the assessment guidelines outlined in part B
- assessment of performance requirements in this unit may be undertaken in a workshop session, an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies

### Employability Skills

#### Communication

- conveying information to others about an arts or cultural organisation, program, plan or event
- reading and interpreting policies and procedures to carry out work role
- establishing own network within the region/area of operation
- following instructions when working on an event or activity

#### Teamwork

- collaborating with others to identify people, groups and community resources
- working with others to plan and program an arts or cultural organisation, event, program or activity
- working with others when developing strategies for resourcing and marketing an arts or cultural organisation, event, program or activity
- providing feedback to others to improve team effectiveness
- valuing the role of diversity within teams

#### Problem solving

- examining funding and sponsorship opportunities and identifying strategies for application and maintenance
- using mathematical techniques for estimation, approximation and calculation related to finances, capacity and resources of an arts or cultural organisation, event, program or activity
- analysing the risks associated with an arts or cultural organisation, event, program or activity
- identifying trends and issues in the cultural industries and devising strategies to deal with them
- engaging in conflict resolution

#### Initiative and enterprise

- identifying possible alternatives for sponsorship and marketing of an arts or cultural organisation event, program or activity
- taking action to reduce risks

#### Planning and organising

- modifying plans to deal with changes to resource allocation

- bringing together the elements of an event through a recognised planning process

#### Self-management

- taking responsibility for own role in risk management
- suggesting ideas to plan and organise an arts or cultural organisation, event, program or activity
- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

#### Learning

- identifying own professional development needs and opportunities

#### Technology

- Using IT tools to obtain and organise data relevant to an arts or cultural organisation, event, program or activity
- Recognising and reporting faulty equipment

## Contribute to Effective Organisation Governance

**Code of Unit of Competency** CVGOV07B

**Unit Title** Contribute to effective organisation governance

**Unit Descriptor** This unit covers the skills and knowledge required for individuals to contribute to the effective governance of a regional cultural organisation. The nature of the individual's contribution to governance will vary according their allocated role and responsibilities and their sphere of influence within the organisation.

### Elements of Competency

### Performance Criteria

Recognise strategic directions of the organisation

Identify organisation goals and objectives

Identify key stakeholders

Review organisation priorities taking into consideration regional, state and national frameworks

Comply with legal requirement

Identify legal framework under which organisation was established

Ascertain relevant federal, state and local legislation, codes and workplace standards

Review organisation activities to meet legislative and governance requirements

Identify functions of board, committees and key staff

Work within the organisation structure

Review agendas, papers and other documentation prior to attending meetings

Follow organisation delegation of authority and decision making processes

Integrate perspective of stakeholders and key staff into decision making

Act in a manner consistent with allocated role, responsibilities and organisation policy

Be aware of the organisation's ethical framework & organisational principles

Contribute to risk management

Identify type of risks associated with organisation operations

Monitor organisation operations to identify risks

Feed information on risks and risk control measures to appropriate person

Participate in organisation's continuous improvement process

Identify emerging issues affecting the cultural industries

Evaluate industry trends and changes that are likely to have an impact on the organisation

Seek information from stakeholders, partners and clients to monitor organisation performance

Assist in developing succession plan for key positions

## **Range of Variables**

Stakeholders may include

- suppliers
- audience/visitors/clients
- sponsors
- contributors
- regional bodies
- government
- schools
- local businesses
- members
- volunteers
- local service clubs
- particular cultural or ethnic groups
- tourists
- donors
- family members

Frameworks consist of:

- structure
- policy
- processes

Legal framework includes the:

- legal context in which the organisation operates, namely: Associations or Corporations law

Legislation may include local, state and federal laws and acts related to:

- Privacy
- Corporation/Association
- Trade Practices
- Discrimination and harassment
- Occupational Health and Safety
- Employment
- Contract
- Industrial relations/workplace relations
- Taxation & GST
- Child Protection
- Intellectual property
- Planning
- Environment
- Liquor Licensing
- Public Liability
- Landlord and tenant
- Volunteer Workers
- Public Health

Governance standards may include policies and procedures related to:

- Industry codes of practice
- Board structure
- Role of board members/directors
- Responsibilities of key position holders
- Documentation required for board/committee meetings
- Delegation of authority
- Professional development of board/committee members
- Financial reporting
- Due diligence
- Declarations of conflict or pecuniary interest

Functions of board/committee members may include:

- role
- responsibilities
- accountability

Risks include:

- financial – loss of assets
- legal – breach of legislation
- moral/ethical – harm to your organisation’s reputation
- physical – injury or damage to persons or property

Risk control measures include:

- avoid – cancelling activity
- reduction – introducing changes
- transfer – insurance, waivers
- retain – acceptable risks

Continuous improvement processes may include:

- policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures
- cyclical audits and reviews of workplace, team and individual performance
- seeking and considering feedback from a range of stakeholders
- modifications and improvements to systems, processes, services and products

Emerging issues may be related to:

- Funding sources
- Politics
- Technology
- Markets
- Economic reform

Workplace responsibilities include:

- Employment of staff
- Occupational Health and Safety

Information to monitor effectiveness may include:

- Reports from staff, consultants and other bodies
- Anecdotal information from the community
- Statistics
- Surveys and questionnaires
- Feedback from funding bodies/clients/stakeholders

## **Evidence Guide**

Critical Aspects of Evidence:

- Ability to participate in decision making that supports the strategic direction of the organisation
- Capability to monitor organisation operations to ensure compliance with legal requirements and good governance standards
- Understanding that actions must be consistent with role and responsibilities within organisation
- Acknowledgement of need to act within professional boundaries, when carrying out board/committee duties
- Recognition of the principles that underpin effective relationships with stakeholders
- Understanding of the ethical principles that underpin the organisation's work

At this level the learner must demonstrate broad understanding incorporating some theoretical concepts:

- recognition of factors contributing to good governance
- understanding of own role in contributing to effective organisation governance.
- awareness of the reasons for effective governance
- understanding of organisation legal framework
- knowledge of legal requirements of organisation officers/directors
- understanding of principle of continuous improvement
- awareness of principles of risk management
- understanding of how to relate strategic directions with individual's role and responsibilities

#### Underpinning Skills:

- literacy skills to enable interpretation of relevant information
- numeracy skills relevant to financial information
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

#### Resource Implications:

- the learner and trainer must have access to relevant workbooks and facilitator's guide

#### Consistency of Performance:

- evidence should be demonstrated through completion of a skills audit, learner contribution in a workshop setting and completion of required elements of an action plan template.

#### Context/s of Assessment

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills identified in the evidence guide, and within the scope as defined by the range of variables
- assessment must take account of the assessment guidelines outlined in part B
- assessment of performance requirements in this unit may be undertaken in a workshop session, an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies

### **Employability Skills**

#### Communication

- conveying information to others about an arts or cultural organisation, program, plan or event
- exchanging information to facilitate productive relationships within an arts or cultural organisation
- reading and interpreting policies and procedures to carry out work role

#### Teamwork

- collaborating with others to identify people, groups and community resources
- providing feedback to others to improve team effectiveness

- valuing the role of diversity within teams

#### Problem solving

- examining funding and sponsorship opportunities and identifying strategies for application and maintenance
- using mathematical techniques for estimation, approximation and calculation related to finances, capacity and resources of an arts or cultural organisation, event, program or activity
- analysing the risks associated with an arts or cultural organisation, event, program or activity
- identifying trends and issues in the cultural industries and devising strategies to deal with them

#### Initiative and enterprise

- identifying possible alternatives for sponsorship and marketing of an arts or cultural organisation event, program or activity
- monitoring organisation performance
- taking action to reduce risks

#### Planning and organising

- modifying plans to deal with changes to resource allocation
- planning activities to align actions with strategic directions

#### Self-management

- taking responsibility for own role in risk management
- contributing to governance responsibilities of the organisation through evaluating and monitoring activities
- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

#### Learning

- identifying own professional development needs and opportunities

#### Technology

- Using IT tools to obtain and organise data relevant to an arts or cultural organisation, event, program or activity

## Cultivate productive working relationships

**Code of Unit of Competency** CVTPF08B

**Unit Title** Cultivate productive working relationships

**Unit Descriptor** This unit covers the skills and knowledge required for individuals to cultivate productive relationships, both internal and external to a regional cultural organisation.

<b>Elements of Competency</b>	<b>Performance Criteria</b>
Contribute to stakeholder engagement	<p>Identify current and potential stakeholders and their representatives</p> <p>Determine stakeholder expectations and strategies to facilitate links</p> <p>Undertake consultation with all partners and stakeholders</p>
Foster community, government and business partnerships	<p>Identify opportunities for collaboration and partnerships that benefit the organisation</p> <p>In conjunction with selected partners determine purpose of the partnership</p> <p>Informal and formal strategies are used to facilitate links and communication with partners</p> <p>Review partnerships to determine if outcomes are consistent with objectives</p>
Value diversity	<p>Identify colleague and client diversity and respond according to legislation, policy or guidelines.</p> <p>Assist colleagues to acknowledge and use their diverse attributes to benefit the organisation</p> <p>Own behaviour demonstrates a respect for diversity</p>

Work effectively with colleagues

Identify culture and philosophy of organisation

Act in accordance with own role and responsibilities

Identify particular work requirements of colleagues and take action to accommodate them

Use a range of communication strategies to facilitate productive working relationships

Identify issues related to volunteers in a cultural context

Recognise workplace problems that arise and take action to resolve the situation

Contribute to good customer service

Communication with customers is conducted in a professional, courteous, positive manner according to legislation, policy and procedures.

Communicate the organisation's philosophy/position accurately

Respond appropriately to difficult customers

Assess own performance

Identify and use opportunities for feedback on personal performance

Review performance against organisational goals and job description

Identify own professional development needs

### **Range of Variables**

Current and potential stakeholders may include

- suppliers
- audience/visitors/clients
- sponsors
- contributors
- regional bodies

- government
- schools
- local businesses
- members
- volunteers
- local service clubs
- particular cultural or ethnic groups
- tourists
- donors
- family members

Consultation with stakeholders and partners may include:

- formal feedback mechanisms including reviews and surveys
- informal communication
- regular or occasional meetings
- newsletters or bulletins
- working parties or committees
- information updates

Purpose of the partnership may include:

- obtaining regular feedback
- financial support
- market research
- exhibitions and outreach programs
- special events and activities
- acquiring specific expertise
- combining resources
- cross sector collaboration

Diversity is used in its broadest sense and may include:

- religion
- language
- family relationships
- race/ethnic origin
- gender
- disabilities
- sexual preference
- age
- special needs
- socio-economic background
- learning and working styles

Cultural difference may include:

- religious/spiritual observances
- levels of formality
- family obligations
- status/protocol

- observance of ceremonies/celebrations
- prohibitions/taboo
- dress and grooming
- work ethics
- customs
- non-verbal behaviour, understandings and interpretation
- ways of greeting and parting

Benefits of valuing diversity in the workplace may include:

- improved cross-cultural communication
- removal of prejudice
- different perspectives on problem solving
- more interesting work environments
- organisations that reflect diversity of customer base

Colleagues may include:

- peers
- trainees
- work experience personnel
- supervisors
- management staff
- paid staff
- volunteers
- external consultants

Issues related to volunteers may include:

- financial requirements
- family responsibilities
- ability to meet organisation needs
- level of literacy and numeracy
- transport
- confidence
- motivation for volunteering
- time available

Workplace problems may include:

- poor communication
- personality clashes
- misunderstandings
- cultural difference
- Occupational Health and Safety and duty of care breaches
- Working outside identified role and responsibilities

Customer service may include:

- internal customer service
- external customer service

Customers may include:

- audience
- internal and external clients
- internal and external suppliers
- patrons
- local residents
- visitors
- media
- government representatives
- workmates/colleagues

Difficult customers may include:

- obnoxious
- upset
- persistent
- unreasonable
- angry
- affected by drugs/alcohol

Legislation, policy and procedure may include those related to:

- Privacy
- Discrimination and harassment
- Occupational Health and Safety
- Employment
- Natural Justice
- Consumer rights
- Taxation
- Software licences
- Copyright
- Intellectual property
- Planning
- Environment
- Codes of conduct
- Employee role and responsibilities
- Organisation guidelines

Critical Aspects of Evidence:

- Recognition of the value of diversity
- Responding appropriately to the cultural context of the work environment
- Actions that are consistent with good customer service
- Recognising the principles that underpin good working relationships with colleagues (both paid and volunteer) and stakeholders, that support the strategic direction of the organisation
- Use of effective questioning and listening skills to facilitate effective communication
- Recognition of the value of feedback in improving performance

At this level the learner must demonstrate broad understanding incorporating some theoretical concepts:

- recognition of factors contributing to development of productive relationships
- understanding of value of diversity to the organisation
- awareness of the reasons for monitoring individual performance
- understanding of organisation stakeholders
- knowledge of legal requirements related to equal opportunity and discrimination
- understanding of principles of customer service
- awareness of communication strategies
- understanding of how to work effectively with others
- ability to identify potential collaborative opportunities

Underpinning Skills:

- literacy skills to enable interpretation of relevant information
- numeracy skills relevant to financial information
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications:

- the learner and trainer must have access to relevant workbooks and facilitator's guide

Consistency of Performance:

- evidence should be demonstrated through completion of a skills audit, learner contribution in a workshop setting and completion of required elements of an action plan template.

Context/s of Assessment

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills identified in the evidence guide, and within the scope as defined by the range of variables
- assessment must take account of the assessment guidelines outlined in part B
- assessment of performance requirements in this unit may be undertaken in a workshop session, an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies

## Employability Skills

### Communication

- conveying information to others about an arts or cultural organisation, program, plan or event
- exchanging information to facilitate productive relationships within an arts or cultural organisation
- establishing own network within the region/area of operation
- following instructions when working on an event or activity

### Teamwork

- working with others when developing strategies for resourcing and marketing an arts or cultural organisation, event, program or activity
- providing feedback to others to improve team effectiveness
- valuing the role of diversity within teams

### Problem solving

- analysing the risks associated with an arts or cultural organisation, event, program or activity
- engaging in conflict resolution
- 
- Initiative and enterprise
- taking action to reduce risks

### Planning and organising

- planning activities to align actions with strategic directions

### Self-management

- taking responsibility for own role in risk management
- applying basic safety practices when working at an arts or cultural organisation, event, program or activity

### Learning

- identifying own professional development needs and opportunities
- developing an effective personal network

### Technology

- Using IT tools to obtain and organise data relevant to an arts or cultural organisation, event, program or activity
- Using IT tools to convey interpretive information to others
- Recognising and reporting faulty equipment

## Recognise the responsibilities associated with a creative skills development role

**Code of Unit of Competency** CVCRT09A

**Unit Title** Recognise the responsibilities associated with a creative skills development role

**Unit Descriptor** This unit has been developed for the Course in Business Skills for Creative People ‘Train Others’ unit and covers the knowledge and practices necessary to operate in accord with the legal and ethical responsibilities of an arts or cultural trainer. Those undertaking this unit would be transferring skills and/or knowledge to clients in an arts or cultural setting on a casual basis. This unit is designed to be delivered concurrently with the following units:

- TAADEL301B Provide training through instruction and demonstration of work skills
- TAAENV403B Ensure a healthy and safe learning environment

<b>Element</b>	<b>Performance criteria</b>
Access information about relevant legal and ethical requirements	<p>Describe the <b>legal responsibilities</b> of an <b>arts and cultural trainer</b></p> <p>Clarify individual versus contractor responsibilities</p> <p>Determine the <b>ethical responsibilities</b> of an arts and cultural trainer in relation to the <b>good practice</b> of the arts or cultural activity and associated organisations.</p> <p>Identify ways to maintain personal safety and well-being</p>
Determine appropriate contractual arrangements	<p>Identify and understand <b>contract items</b> to be negotiated with <b>contractor</b></p> <p>Confirm personal responsibilities related to individual <b>contract items</b></p> <p><b>Contractual arrangements</b> are confirmed in writing</p>
Work collaboratively with colleagues, support personnel and administrative staff	<p>Communicate in a way that engenders respect between all parties</p> <p>Seek information from other arts and cultural</p>

workers or training professionals to enhance instruction skills and knowledge

Identify opportunities for collaboration

### **Range of variables**

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

Arts and cultural trainer refers to a person with a casual teaching, tutoring or instructional role for the purpose of skill and/or knowledge transfer in an arts or cultural setting.

Contract items will vary according to the context and activities being delivered, but may include:

- confidentiality
- date, location and duration of session/activity
- employer policies and procedures
- goals, objectives, desired outcomes
- insurance
- intellectual property/copyright
- invoices, payment, commission fees
- OHS&W obligations
- protocols to be followed
- reporting and acquittal
- responsibility for follow-up
- responsibility for venue & resources

Contractor refers to the organisation, agency or individual contracting the arts or cultural worker. They may be contracted on either a service agreement or employment basis. It includes host organisations and arrangements where no payment is involved.

Contractual arrangements refers to agreed conditions associated with the training session and outlines responsibilities accorded to both the arts and cultural trainer and the contractor.

Ethical responsibilities refers to behavioural requirements which govern the way in which an arts and cultural trainer interacts with their clients and incorporates:

- abuse
- bullying
- child protection
- client/instructor relationships
- harassment
- inclusive/non-discriminatory practices

Good practice refers to:

- accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
- current and past good practice demonstrated by self or peers in the same or similar situation
- codes of conduct/practice
- contractor's policies and procedures
- relevant national, state/territory or local government regulations and guidelines

Legal responsibilities will vary according to the context and activities being delivered, but may include:

- anti-discrimination
- child protection
- complying with local, state and national government legislation and/or requirements
- consumer protection
- contract negotiations
- copyright and intellectual property
- duty of care
- equal employment opportunity
- industrial relations
- insurance
- negligence
- OHS&W standards and regulations
- restraint of trade
- waivers and exclusion clauses
- workplace relations

Resources will vary according to the context and activities being delivered, but may include:

- administrative skills/support
- facilities, transport, venues, materials, equipment
- financial/funding/sponsorship
- people's knowledge, skills and experience
- provision of training and professional development
- staff skills and time
- time

## **Evidence Guide**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered:

- Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to
- access legal and ethical information relevant to the context in which training is occurring
- outline the legal responsibilities of an instructor
- describe the ethical responsibilities of an instructor
- differentiate between individual and employer responsibilities
- work collaboratively with peers, colleagues and other support personnel
- identify the hazards and risks specific to the trainee's activity/art form
- determine the preventative actions required to minimise risk
- confirm the good practice principles of the activity/artform

Interdependent assessment of units:

This unit must be assessed in conjunction with the following units:

- TAADEL301B Provide training through instruction and demonstration of work skills
- TAAENV403B Ensure a healthy and safe learning environment

Required knowledge:

- Knowledge of relevant:
- Artform specific hazards
- Artform specific Personal Protective Equipment and clothing
- Child safe environments
- Commercial and legal relationships
- Commonwealth and/or State/Territory legislation
- Communication methods
- Contractor policies and procedures
- Duty of care
- Emergency response and evacuation procedures
- Information sources
- Materials Safety Data Sheets and materials handling methods
- OH&S policies and procedures
- Regulations and guidelines

Specific resource requirements for this unit:

The following resources should be made available:

- Employer policies and procedures
- Relevant Commonwealth, State and/or Territory Legislation
- Sample employment contracts

## **Employability Skills**

Communication

- conveying information to others about an arts or cultural skill
- exchanging information to facilitate productive learning relationships within an arts or cultural organisation context

- negotiating contractual relationships within an arts or cultural organisation
- following instructions when working for an employer

#### Teamwork

- working with others when developing strategies for training
- working collaboratively with others to confirm good practice principles
- valuing the role of diversity

#### Problem solving

- analysing the risks associated with an arts or cultural organisation, event, program or activity
- engaging in conflict resolution

#### Initiative and enterprise

- taking action to reduce risks

#### Planning and organising

- determining appropriate contractual arrangements that identify individual responsibilities

#### Self-management

- taking responsibility for own role in hazard identification and risk management
- applying basic safety practices when training others
- taking steps to maintain own safety and well-being

#### Learning

- identifying own professional development needs and opportunities
- developing an effective personal network to improve training skills

#### Technology

- Using IT tools to obtain information about legal and ethical responsibilities of an arts and cultural trainer
- Recognising and reporting faulty equipment

## Manage a project

**Code of Unit of Competency** CUSADM03A

**Unit Title** Manage a project

**Unit Descriptor** This unit describes the skills and knowledge required to manage a straightforward project or a section of a larger project. It focuses on essential project management skills and the need to meet deadlines for outcomes and products. For projects that involve large budgets, substantial numbers of staff and complex outcomes, see the unit Manage a major project.

### Elements of Competency

### Performance Criteria

Determine scope of projects

Clarify the boundaries of the project, or section of a larger project, in terms of purpose, budget, aim, product, outcome of project, and the timeline

Identify limits of own and others' responsibility and reporting requirements

Determine available resources

Develop a plan for the limited project or section of the larger project

Develop plan and confirm (as required): timeline, milestones, deliverables, and communication protocols

Build the reporting requirements into the plan

Clarify and confirm resource requirements and where resources can be obtained

Specify timeline and confirm and what is to be achieved by each deadline

Consult with team members and take their views into account when formulating plan

Inform the team members and other interested personnel of the project, the deadlines and how it is to be organised

## Administer and monitor project

Provide detailed information on roles and responsibilities to those involved in the project

Clarify aim and confirm purpose, product, outcome of project for personnel involved

Support those involved in the project to ensure that agreed outcomes are achieved

Establish and maintain a file of all relevant documentation and correspondence

Monitor progress toward deadlines and take appropriate action where necessary to ensure timely outcomes

Complete reporting requirements as agreed

Implement and monitor financial control plans

Monitor human resources issues

Adjust plans and roles and responsibilities as required

Finalise project within agreed timelines

## Review project against plan

Review project in terms of:

- aim/purpose
- budget
- quality of outcome
- risk management
- meeting of deadlines

Involve project team members in the evaluation

Document success and factors influencing success to inform future project planning

## **Range of Variables**

Projects may include

- limited video/film productions and sections/department of larger video/film productions
- radio programs
- limited multimedia projects and sections of larger multimedia projects
- specialist services provided by contractors

Resources may include:

- Finance
- Personnel
- Equipment
- Supplies

Team members/colleagues may include:

- Directors
- Producer
- Designers
- Financial manager
- Technical experts
- Artists
- Presenters
- Other specialists

Evaluation may include review against:

- Aim/purpose
- Budget
- Quality of outcomes
- Risk management
- Meeting of deadlines
- And others

## **Evidence Guide**

### **Underpinning knowledge and skills**

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- planning
- budgeting
- time management
- ability to meet deadlines
- human resource skills
- communication skills
- project management processes and systems
- knowledge of the area of the project

### **Linkages to other units**

This unit has strong linkages to the following units and combined training delivery and/or assessment may be appropriate:

- CUEFIN2A Manage a budget
- CUSGEN03 Collaborate with colleagues in planning and producing a project

### **Critical aspects of evidence**

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variable statements, which apply to the chosen context. The following evidence is critical to the judgement of competence in this unit:

- application of the skills to a relevant project
- project management including the ability to meet deadlines, manage people and resources

### **Method and context of assessment**

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- written or interactive computer based test or quiz
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence
- Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit.

## **Resource requirements**

Assessment requires access to relevant information about the types of projects listed in the range of variables statement.

Workplace based assessment should be based on management of relevant projects and other evidence relating to projects (reports, statistical data, and files on past projects and so on).

Simulated workplace activities may be undertaken using an appropriate range of relevant and current material to the industry.