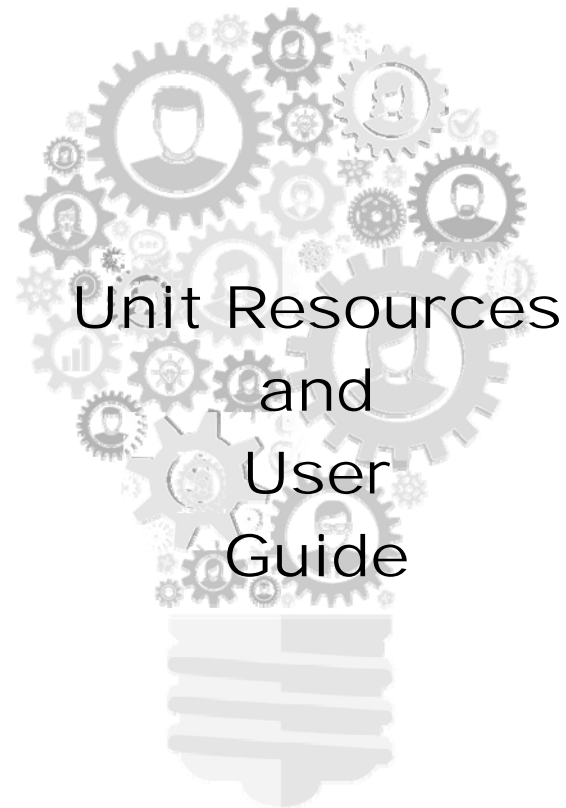


CUA - Creative Arts and Culture Training Package

**CUA20215—Cert 2 in Creative Industries**





LANE

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## INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

### CUA20215 Cert 2 Creative Industries

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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## INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

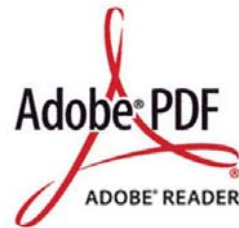
This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



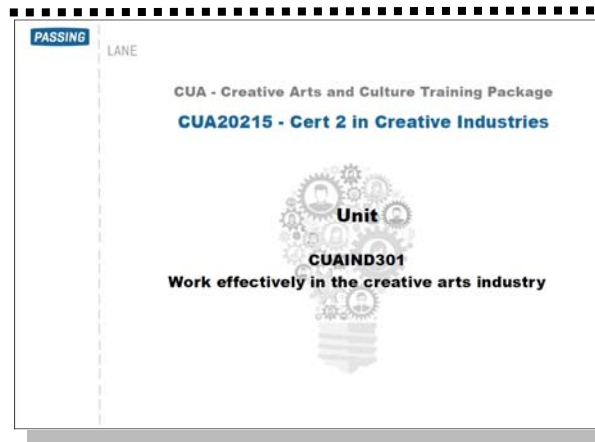
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

## INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

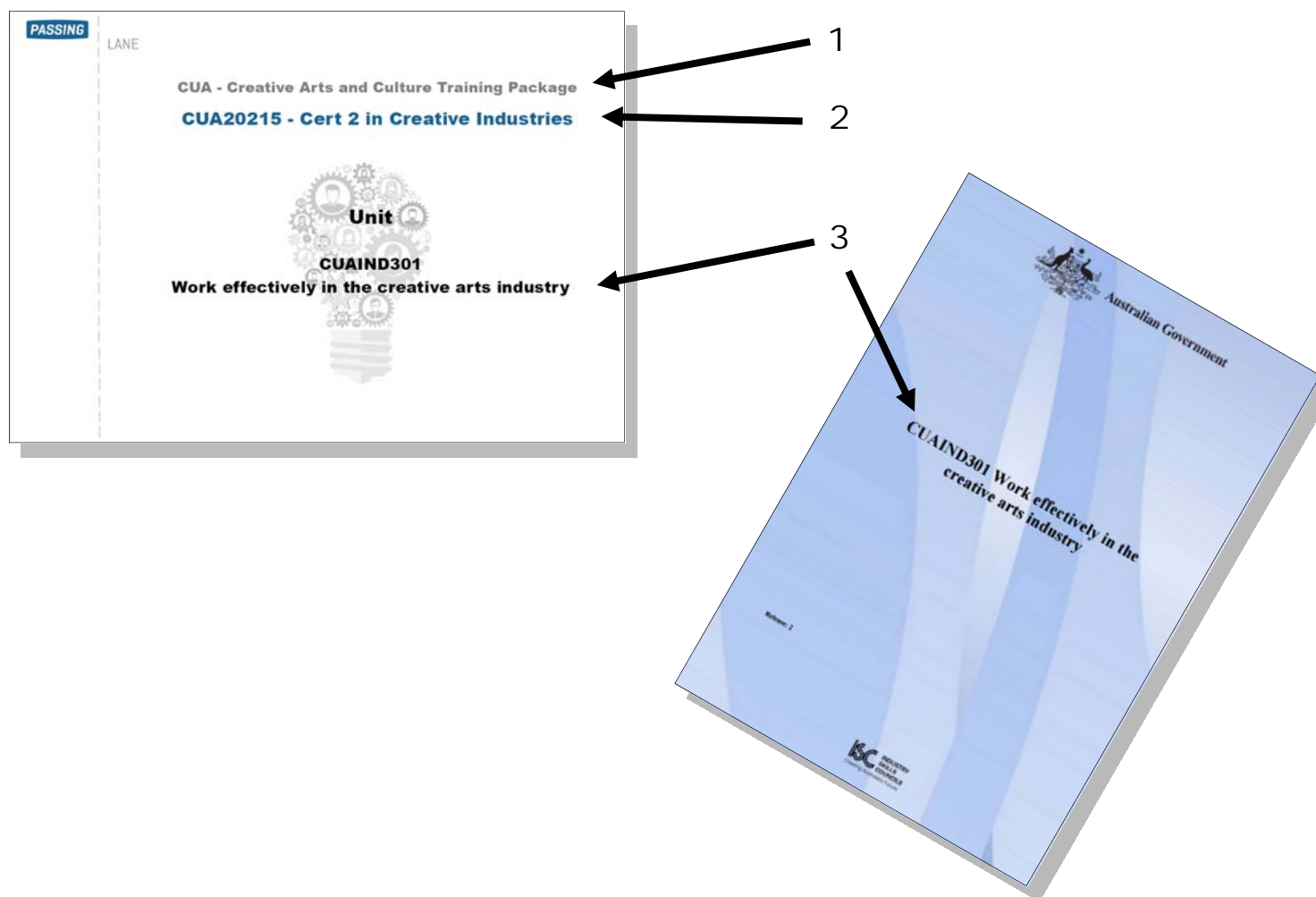
Generally, the materials are easily exported to most learning platforms.

The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



## MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



## MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page, which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

**PASSING** LANE CUAIND301 - Work effectively in the creative arts industry Page 8

**UNIT OF COMPETENCY OVERVIEW**

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

**CUAIND301 - WORK EFFECTIVELY IN THE CREATIVE ARTS INDUSTRY**

ELEMENT	PERFORMANCE CRITERIA
<b>1. Maintain currency of own industry knowledge</b>	1.1 Identify trends in the industry using appropriate sources of information 1.2 Identify likely effects of industry trends on own work practices 1.3 In consultation with relevant personnel, identify and pursue learning opportunities to develop own skills and take advantage of trends and emerging technologies
<b>2. Establish effective contractual relationships</b>	2.1 Establish effective contractual relationships 2.2 Share information and ideas with others in ways that engender goodwill, trust and respect 2.3 Use effective negotiation techniques to identify solutions to issues 2.4 Discuss, confirm and formally document agreements and contracts with relevant personnel 2.5 Maintain contractual relationships through regular contact and effective communication
<b>3. Complete work tasks effectively</b>	3.1 Demonstrate a positive personal work ethic 3.2 Negotiate and agree on prioritised work tasks and established deadlines with relevant personnel 3.3 Identify and plan for factors that may affect the completion of work tasks within deadlines 3.4 Complete work tasks within deadlines taking into account organisational and regulatory requirements 3.5 Observe copyright and intellectual property obligations when using material downloaded from the internet 3.6 Follow procedures to minimise the impact of work activities on the environment 3.7 Seek feedback on own work performance from relevant personnel and adjust in order to improve work practices

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

Student / Trainee Manual Copyright 2016

CUAIND301 Work effectively in the creative arts industry Date this document was generated: 15 January 2016

**Elements and Performance Criteria**

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
<b>1. Maintain currency of own industry knowledge</b>	1.1 Identify trends in the industry using appropriate sources of information 1.2 Identify likely effects of industry trends on own work practices 1.3 In consultation with relevant personnel, identify and pursue learning opportunities to develop own skills and take advantage of trends and emerging technologies
<b>2. Establish effective contractual relationships</b>	2.1 Establish effective contractual relationships 2.2 Share information and ideas with others in ways that engender goodwill, trust and respect 2.3 Use effective negotiation techniques to identify solutions to issues 2.4 Discuss, confirm and formally document agreements and contracts with relevant personnel 2.5 Maintain contractual relationships through regular contact and effective communication
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Page 3 of 5  
Innovation and Business Skills Australia



## MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

The diagram illustrates the alignment between a Table of Contents, a Unit of Competency section, and its corresponding Elements and Performance Criteria table.

**Table of Contents (Left):** A table listing the contents of the manual. The title "TABLE OF CONTENTS" is labeled with a black arrow and the number 1. The table lists the following sections and their corresponding page numbers:

Section	Page
Introduction	Page 5
Unit of Competency Overview	Page 8
Section One Maintain currency of own industry knowledge	Page 9
Section Two Establish effective contractual relationships	Page 23
Section Three Complete work tasks effectively	Page 52
Self Assessment	Page 76

**Section One (Middle):** A box labeled "Section One" with the title "Maintain Currency of Own Industry Knowledge". A black arrow labeled with the number 2 points from the "Section One" entry in the Table of Contents to this box.

**Elements and Performance Criteria (Right):** A table titled "Elements and Performance Criteria" showing the performance criteria for the unit. The table is divided into two columns: "Elements" and "Performance Criteria".

Elements	Performance Criteria
1. Maintain currency of own industry knowledge	1.1 Identify trends in the industry using appropriate sources of information 1.2 Identify likely effects of industry trends on own work practices 1.3 In consultation with relevant personnel, identify and pursue learning opportunities to develop own skills and take advantage of trends and emerging technologies
2. Establish effective contractual relationships	2.1 Establish effective contractual relationships 2.2 Share information and ideas with others in ways that engender goodwill, trust and respect 2.3 Use effective negotiation techniques to identify solutions to issues 2.4 Discuss, confirm and formally document agreements and contracts with relevant personnel 2.5 Maintain contractual relationships through regular contact and effective communication
3. Complete work tasks effectively	3.1 Demonstrate a positive personal work ethic 3.2 Negotiate and agree on prioritised work tasks and established deadlines with relevant personnel 3.3 Identify and plan for factors that may affect the completion of work tasks within deadlines 3.4 Complete work tasks within deadlines taking into account organisational and regulatory requirements 3.5 Observe copyright and intellectual property obligations when using material downloaded from the internet 3.6 Follow procedures to minimise the impact of work activities on the environment 3.7 Seek feedback on own work performance from relevant personnel and adjust in order to improve work practices

A black arrow points from the "Section One" box to the "Elements and Performance Criteria" table, indicating the alignment between the unit of competency and its performance criteria.


## MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 1) 'Element's' 'Performance Criteria'.

CUAIND301 - Work effectively in the creative arts industry Page 11

### Section One

#### Maintain Currency of Own Industry Knowledge



##### IDENTIFY TRENDS IN THE INDUSTRY USING APPROPRIATE SOURCES OF INFORMATION

Getting information about the industry of your choice is very important. As you start to develop your career, you need to understand the current as well as future opportunities that the industry offers. To start, we look at the creative industry and what it encompasses. The creative industry has the following specific sectors:

- **Publishing**—generally includes fiction but also non-fiction biographies, innovative texts for instruction, self help and so on
- **Performing arts**—this includes dance, theatre, musicals, outdoor performances, orchestras
- **Visual arts**—painters, photographers, potters, printmakers, glassblowers, sculptors, weavers, fashion designers and digital and multimedia artists
- **Screen productions**—television, film productions, documentaries
- **Music**—singers, music composers

Then there are those support industries and support services that align themselves closely with the creative industry. Some examples include:

- **Facilities**—film and recording studio, theatres, concert halls, function centres, etc.
- **Technology**—specialised software, computer hardware and technical services
- **Services**—lighting and sound equipment suppliers, catering, art suppliers, prop makers, stage management, transportation and so on
- **Professional services**—accounting, legal, human resourcing, financing
- **Government**—funding and grants, local and overseas promotion, local government permits and support

Standard / Teachers Manual  
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CUAIND301 Work effectively in the creative arts industry Date this document was generated: 15 January 2016

#### Elements and Performance Criteria

Elements <i>Elements describe the essential outcomes.</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain currency of own industry knowledge	1.1 Identify trends in the industry using appropriate sources of information 1.2 Identify likely effects of industry trends on own work practices 1.3 In consultation with relevant personnel, identify and pursue learning opportunities to develop own skills and take advantage of trends and emerging technologies
2. Establish effective contractual relationships	2.1 Establish effective contractual relationships 2.2 Share information on goodwill

1

The manual's information is supported with graphics, charts, tables, photos and drawings.

## MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

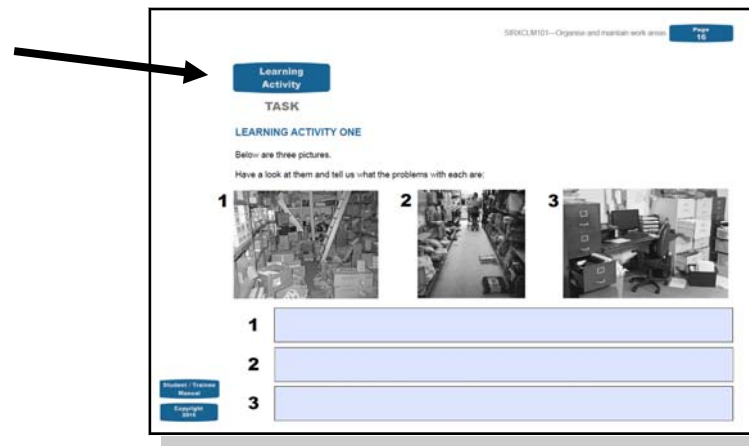
### STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



**Learning  
Activity**

## MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

### ***Questions***

Questions would relate to the information presented on previous pages.

### ***Research***

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

**Learning  
Activity**

**Research**

### ***Tasks***

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

### ***Interviews***

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

## MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .

The screenshot shows a web-based learning activity interface. At the top, it says 'Learning Activity' and 'TASK'. Below that, it says 'LEARNING ACTIVITY ONE' and 'Below are three pictures. Have a look at them and tell us what the problems with each are:'. There are three numbered images: 1. A cluttered warehouse floor, 2. A narrow aisle in a warehouse, and 3. A desk with a computer monitor and papers. Below each image is a text input field. The first field is active, showing a cursor and the placeholder text 'Type in the answers in the field...'. An arrow points to this field. The second and third fields are currently blue. In the bottom left corner, there are buttons for 'Student - Trainee Manual' and 'Copyright 2019'.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

### **IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.**

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

*After* the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

## MATERIALS CONTENT—CONT'D

### Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

### TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

SRXCLM101—Organize and maintain work areas Page 23

**Learning Activity**

**Question**

**LEARNING ACTIVITY THREE**

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?


**TEACHER/TRAINER GUIDANCE NOTES**

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

Teacher/Trainer Manual Copyright 2019

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## LICENCE OVERVIEW—CONT'D

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The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



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On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.