Mapping ensures the learning resources cover the requirements of the unit.

Learning resources include handouts, learner guides, presentation slides, videos, practical activities and any other resources you think are suitable and appropriate to cover the requirements of the unit.

You will populate this template using the components of the unit from [https://training.gov.au/](about:blank)

You can expand the table by adding rows as required.

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| **Unit Code** | CUAIND211 | **Unit Title** | Develop and apply creative arts industry knowledge | | | | | | | |
| **Element** | **Performance Criteria** | | | **Learning resources**  (adjust titles as required) | | | | | | |
| **Learning Activities** | **Presentation slides** | **Learner guide** | **Handouts** | **Videos** | **Practical activities** | **Formative Assessments** |
| 1. Source and apply creative arts industry information | 1.1 Identify and access sources of information on the creative arts industry using different media | | |  |  |  |  |  |  |  |
| 1.2 Identify different sectors in the creative industries and discuss how they are related | | |  |  |  |  |  |  |  |
| 1.3 Investigate roles of different industry bodies and associations | | |  |  |  |  |  |  |  |
| 1.4 Identify and discuss new and emerging technologies impacting the industry | | |  |  |  |  |  |  |  |
| 1.5 Seek information from different people about the nature of employment conditions and work opportunities within the industry | | |  |  |  |  |  |  |  |
| 1.6 Discuss industry protocols and laws that apply to the creative arts industry | | |  |  |  |  |  |  |  |
| 1.7 Collate and systematically organise information collected | | |  |  |  |  |  |  |  |
| 2. Update and maintain creative arts industry knowledge | 2.1 Update knowledge of the industry using information obtained | | |  |  |  |  |  |  |  |
| 2.2 Identify key issues and trends in the industry | | |  |  |  |  |  |  |  |
| 2.3 Discuss and share information about key issues and trends with others | | |  |  |  |  |  |  |  |
| 2.4 Update and store information in an easily accessible format | | |  |  |  |  |  |  |  |

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| **Performance Evidence** | The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to: | | | | | | | |
| * gather, interpret and discuss industry information on at least two occasions. |  |  |  |  |  |  |  |
| In the course of the above, the candidate must: | | | | | | | |
| * discuss issues applicable to the creative arts industry, including: |  |  |  |  |  |  |  |
| * + legal issues |  |  |  |  |  |  |  |
| * + industry protocols |  |  |  |  |  |  |  |
| * + respecting cultural protocols |  |  |  |  |  |  |  |
| * + new and existing technologies |  |  |  |  |  |  |  |
| * + employment conditions |  |  |  |  |  |  |  |
| * + work opportunities |  |  |  |  |  |  |  |
| * discuss creative arts industry trends |  |  |  |  |  |  |  |
| * collate, organise and store key information in an applicable format for future reference. |  |  |  |  |  |  |  |
| **Knowledge Evidence** | The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of: | | | | | | | |
| * different sources of creative arts industry information |  |  |  |  |  |  |  |
| * distinguishing features of the creative arts industry, including: |  |  |  |  |  |  |  |
| * + structures |  |  |  |  |  |  |  |
| * + operations |  |  |  |  |  |  |  |
| * + different industry sectors |  |  |  |  |  |  |  |
| * employment conditions, obligations and opportunities in the creative arts industry |  |  |  |  |  |  |  |
| * industry laws and protocols, including cultural protocols, that relate to working in the creative arts industry |  |  |  |  |  |  |  |
| * different industry bodies and associations and their roles in industry |  |  |  |  |  |  |  |
| * impact of current trends and new technologies on the creative arts industry |  |  |  |  |  |  |  |

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| **Foundation Skills -** *This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*  Foundation skills are an integral part of a unit of competency and must be assessed. A unit’s performance criteria can explicitly include foundation skills essential for performance. Alternatively, if foundation skills are not explicit in the performance criteria they must be described in the ‘foundation skills’ field of the unit of competency. (ASQA VAC 7.4)  Note: - You are required to complete the table below adding all information from the Foundation Skills mapping table for the unit of competency. **Some units do not list the foundation skills**, as they are embedded in the unit e.g., CHC and FSK units – in this case the table will be blank. | | | | | | | | |
| **Foundation Skills listed in the unit** | | **Learning resources**  (adjust titles as required) | | | | | | |
| **Learning Activities** | **Presentation slides** | **Learner guide** | **Handouts** | **Videos** | **Practical activities** | **Formative assessments** |
| Oral communication | * Gathers information using listening and questioning techniques * Shares information and expresses opinions using language applicable to audience |  |  |  |  |  |  |  |
| Reading | * Interprets information and identifies and updates knowledge about the creative arts industry’s key features |  |  |  |  |  |  |  |
| Writing | * Records information collected in applicable format for personal reference |  |  |  |  |  |  |  |
| Planning and organising | * Plans and implements required tasks |  |  |  |  |  |  |  |
| Teamwork | * Uses appropriate communication practices when discussing information with different people |  |  |  |  |  |  |  |
| Technology | * Accesses information using digital tools |  |  |  |  |  |  |  |

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| **Have you considered the Assessment Conditions** | **YES** | **NO** |
| * What equipment is required for this unit |  |  |
| * What resources are required for this unit |  |  |