

TRAINERS' GUIDE:

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Trainers' Guide Introduction: 2nd Edition, 2008

This guide provides information for trainers and assessors on how they can use the 'our ART, our PLACE, our WAY' resource for training and assessment. It has been tailored towards the Certificate III Arts Administration qualification from the Visual Art Craft and Design Training Package CUV03, but could be used with any arts training. This resource is available online at: <http://www.artcentreway.com>

Please note it is not intended that the task sheets can be used as a 'stand alone' assessment. They are a tool for learning and gathering assessment evidence, and for recording art centre knowledge, methods and processes.

Many Aboriginal and Torres Strait Islander Australians have not had the opportunity to complete formal compulsory education. They may speak English as one of many languages. The English used may not be the same as the Standard Australian English commonly used in the workplace. This Trainer Guide leads trainers to structure training activities in which learners are exposed to the way English is used in the creative arts industry.

Each of the units covered in this resource contain underpinning communication skills – reading, writing, speaking, listening in English that are required to be competent to work in an art centre. At the time of writing this resource, a new framework for supporting these aspects of learning has been developed and will become integrated as the national system. It is called the Australian Core Skills Framework (ACSF). The ACSF describes levels of performance in the 5 core skills of Learning, Reading Writing, Oral Communication and Numeracy. In the same way the old NRS system was mapped against training packages to measure literacy and numeracy skills, the ACSF will now be mapped to them.

For full information about the ACSF visit:

<http://www.dest.gov.au/NR/rdonlyres/C482CA52-D500-41AA-B0B4-B1F98609B325/23857/AustralianCoreSkillsFramework.pdf>

Or search in your browser under Australian Core Skills Framework.

Certificate III Arts Administration

The Certificate III in Arts Administration is one qualification which may suit arts workers at an art centre or arts production and sales business on remote ATSI communities, in VET programs or on regional centres.

The units necessary for the full qualification are diverse, and this collection of recourse task sheets is developed within sets that match against some of these units.

The sets you will find within the resource are grouped alphabetically. You will find the name of the set both in the title and also at the bottom of each page, followed by the specific task name. In this 2008 edition the sets are:

Business
Canvas
Cataloguing
Ceramics
Customer Service
Governance
Marketing
OH&S
Packaging
Painting
Printmaking
Sales
Studio
Weaving (fibre)

Each task is numbered in order, starting with the business tasks and finishing with the weaving tasks. These numbers are at the bottom of each page and correspond to the number on the list of contents sheet.

The resource sets provide a number of task sheets that can support the development and demonstration of competencies which are recognised in **CUV03 Visual Arts, Crafts and Design Training Package**.

This table below explains which areas of units you may identify for a vocational training plan for arts workers. This package can be responsive to their workplace as well as to the National Training Industry Standards (NTIS).

Core Units

Complete **4 core units**:

BSBDIV301A Work effectively with diversity
BSBOHS201A Participate in OHS processes
CUECOR02B Work with others
CUVADM11B Work within an arts organisation context

Elective Units

Complete **10 other units**

At least **2 units** must be selected from the following Training Package:

- Business Services (Common units, Recordkeeping, Specialist Administration, Governance)

At least **3 units** must be selected from the following Training Packages (in addition to the **2 units** from Business Services)

- Business Services, e.g. recordkeeping, specialist administration, governance
- Entertainment, e.g. props, sets, scenic art, costume
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Screen and Media, e.g. digital content, set and scenery construction
- Visual Arts Craft and Design

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Units of Competency

This list has been compiled from the NTIS website with the latest information available at the time of writing, November 2008. Please update your training information regularly at the NTIS website, to ensure compliance. The web address is: <http://www.ntis.gov.au/Default.aspx>

The following list of units is supported by various tasks in this resource. The tasks may also support other elective options and other Certificate III courses. The matrix of units and tasks is located at the end of this section.

Core units

Visual Arts, Craft and Design CUV03

1. BSBDIV301A Work effectively with diversity
2. BSBOHS201A Participate in OHS processes
3. CUVADM11B Work within an arts organisation context
4. CUECOR02B Work with others

Elective Units

Business Services BSB07

5. BSBADM311A Maintain business resources
6. BSBCCO304A Provide sales solutions to customers
7. BSBCMM201A Communication the workplace
8. BSBCMN311A Maintain workplace safety
9. BSBCUS201A Deliver a service to customers
10. BSBCUS301A Deliver and monitor a service to customers
11. BSBDES301A Explore the use of colour
12. BSBFLM303C Contribute to effective workplace relationships
13. BSBFLM305C Support operational plan
14. BSBIND201A Work effectively in a business environment
15. BSBIND301A Work effectively in an educational environment
16. BSBINM201A Process and maintain workplace information
17. BSBINM301A Organise workplace information
18. BSBINN201A Contribute to workplace innovation
19. BSBITU201A Produce simple word processed documents
20. BSBITU305A Conduct online transactions
21. BSBOHS302B Participate effectively in OHS communication and consultative processes
22. BSBOHS303B Contribute to OHS hazard identification and risk assessment
23. BSBOHS304B Contribute to OHS hazard control
24. BSBOHS305B Contribute to OHS issue resolution
25. BSBPRO301A Recommend products and services
26. BSBWOR204A Use business technology
27. BSBWOR301A Organise personal work priorities and development
28. BSBWRT301A Write simple documents

Visual Arts, Craft , Design CUV03

- 29. CUVPRP01B: Develop self as artist
- 30. CUVCOR01B Source concept for own work
- 31. CUVCOR02B Develop and articulate concept for own work
- 32. CUVICS01B Contribute to workplace improvements
- 33. CUVICS02A Share ideas in the workplace
- 34. CUVVSP04B Apply techniques to produce ceramics
- 35. CUVVSP05B Produce ceramics
- 36. CUVVSP34B Apply techniques to produce paintings
- 37. CUVVSP35B Produce paintings
- 38. CUVVSP44B Apply techniques to produce prints
- 39. CUVVSP45B Produce prints
- 40. CUVVSP54B Apply techniques to produce textile-fibre work
- 41. CUVVSP55B Produce textile-fibre work

Entertainment CUE03

- 42. CUECOR01B Manage own work and learning
- 43. CUECOR03A Provide quality service to customers
- 44. CUEMAR01B Assist with marketing
- 45. CUEMAR03B Undertake marketing activities

Community Services CHC02

- 46. CHCNET1C Participate in networks
- 47. CHCNET2B Maintain effective networks

Retail Services SIR07

- 48. SIRXCCS001A Apply point-of-sale handling procedures
- 49. SIRXSLS001A Sell products and services
- 50. SIRXSLS002A Advise on products and services

Conservation and land Management RTD02

- 51. RTD4912A Contribute to association governance

Tourism, Hospitality and Events SIT07

52. SITXFIN001A Process financial transactions

53. SITXHRM001A Coach others in job skills

54. SITXLAN328A Conduct workplace oral communication in a language other than English (Australian Indigenous languages)

Employability Skills

The following table contains a summary of the employability skills for Certificate III Arts Administration. This information is also found at the NTIS website: <http://www.ntis.gov.au/Default.aspx>

This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements that may vary depending on the packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include
Communication	<ul style="list-style-type: none">• Exchanging information with arts professionals.• Establishing and maintaining industry networks.• Preparing and distributing promotional materials.• Communicating effectively with customers.• Contributing to the flow of information and ideas in the workplace.
Teamwork	<ul style="list-style-type: none">• Sharing information with colleagues.• Showing sensitivity to cultural and social differences when communicating with others.• Collaborating with colleagues and others on a range of administrative tasks.
Problem solving	<ul style="list-style-type: none">• Responding to customer complaints and referring escalated complaints to the appropriate person.• Identifying safety issues and reporting them to appropriate person.• Using manuals and online help to overcome problems with database design and production.• Offering alternatives when product requested is not available.• Adjusting work practices to suit particular arts contexts.
Initiative and enterprise	<ul style="list-style-type: none">• Identifying and acting on opportunities to enhance the quality of customer service.• Using functions of software applications to enhance the presentation of business documents.• Proactively identifying information and assistance needs of patrons, including those with special needs.

Planning and organising	<ul style="list-style-type: none"> • Planning, organising and prioritising work tasks and responsibilities. • Organising work tasks to ensure safety. • Designing and producing business documents. • Creating and using simple databases. • Maintaining files and workplace documentation. • Processing sales generated from a remote location. • Processing and recording financial transactions.
Self management	<ul style="list-style-type: none"> • Following workplace procedures, particularly in relation to OHS. • Maintaining personal presentation standards. • Acting within the scope of own job role. • Completing work within given timelines.
Learning	<ul style="list-style-type: none"> • Keeping up to date with industry developments. • Using manuals and online help to improve own skills. • Keeping up to date with information about organisation's products and services.
Technology	<ul style="list-style-type: none"> • Using the internet as a source of information about the industry. • Using word processing and database applications.

This table is a summary of **employability skills** that are typical of this qualification and should not be interpreted as definitive.

Australian Core Skills Framework facets of the eight Employability skills

The ACSF has the potential to spell out what Employability skills facets such as ‘writing to the needs of an audience’ or ‘using numeracy effectively’ actually mean in a specific context. However, it is important to note that the ACSF only provides detailed insights into some facets of each Employability skills cluster and therefore cannot be used to rate an individual’s level of performance in any of the actual Employability skills.

EMPLOYABILITY SKILL & FACET(S)	THE ACSF CORE SKILL
Communication skills	
Listening and understanding	Oral Communication
Writing to the needs of the audience	Writing
Reading independently	Reading
Using numeracy effectively	Numeracy
Team work skills	
Coaching, mentoring and giving feedback	Oral Communication
Problem solving	
Testing assumptions taking the context of data and circumstances into account	Numeracy
Initiative and enterprise skills	
Adapting to new situations	Learning
Planning and organising skills	
Collecting, analysing and organising information	Learning, Reading, Oral Communication
Self management skills	
Articulating own ideas and vision	Learning, Oral Communication, Writing
Learning skills	
Managing own learning	Learning
Technology skills	
Using IT to organise data	Numeracy

Support, context, text and task across the five levels of the ACSF

		SUPPORT	CONTEXT	TEXT	TASK COMPLEXITY
FIVE LEVELS OF PERFORMANCE	1	Full support Works alongside expert/mentor Prompting and modelling provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 processes, e.g. locating, recognising
	2	High level support May work with expert/mentor Modelling available and accessible if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar processes, e.g. identifying, interpreting
	3	Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/routine contexts Some specialisation in routine contexts	Routine texts May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the one task, e.g. sequencing, basic inferencing, extrapolation and integration
	4	Minimal support, as requested Establishing own support resources	Range of contexts including some that are unfamiliar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information
	5	Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation

ACSF mapping of units of competency: General

Most of the skills in the Certificate III in Arts Administration are to do with following procedures, undertaking sales transactions, dealing with the public, other art centres or suppliers, using telephones, computers and cameras. Other skill sets are mostly to do with following the organisation's plans and procedures, working within a cultural context, explaining and translating concepts, designs and stories and understanding how to work within an established corporations and legal system. In the ACSF the following indicators of performance can be used to ascertain the learners' levels of competency as measured against the Australian Core Systems Framework

Learning	.01 The first indicator addresses the active awareness of self as a learner, learning orientations and approaches to the management of learning	.02 The second indicator addresses the acquisition and application of practical strategies that facilitate learning
Reading	.03 The first indicator addresses audience, purpose and meaning-making strategies	.04 The second indicator addresses text structure and features, grammatical expression of ideas, word-identification strategies and vocabulary
Writing	.05 The first indicator addresses audience, purpose and meaning-making strategies	.06 The second indicator addresses vocabulary, grammatical structure and the conventions of writing
Oral Communication	.07 The first indicator primarily addresses speaking	.08 The second indicator primarily addresses listening
Numeracy	.09 The first indicator addresses the identification of mathematical meaning in activities and texts	.10 The second indicator addresses the problem-solving and mathematical processes used
Numeracy	.11 The second indicator addresses the problem-solving and mathematical processes used	

The ACSF Aspects of Communication

Personal Communication for expressing identity is related to expressing personal identity and/or goals. It includes the different ways personal history, knowledge, attributes, goals and opinions are drawn on and expressed for particular purposes. It also includes the application of mathematics for individual needs such as personal finances or personal measurement.

Cooperative Communication for interacting in groups is related to understanding the function of a group. It includes understanding the roles of the different members of a group, as well as participating in the group and establishing cooperative relationships with its members.

Procedural Communication for performing tasks is related to carrying out a task or a number of tasks. It includes giving instructions and applying and following a number of steps or procedures in order to perform and complete task/s.

Technical Communication for using tools and technology is related to the use of tools, equipment, machines and technology - whether simple or complex. It includes information and communication technologies, as well as the function of technology and how to use it.

Systems Communication for interacting in organisations is related to understanding and interacting within an organisation or institution. In an educational institution or program it includes learning about the range and design of educational and career choices and pathways. In an organisation it includes systems-related texts, processes and procedures.

Public Communication for interacting with the wider community is related to understanding and interacting within the wider social or community context. It includes learning about and interacting with other institutions - educational ones, those in local community or those related to employment - for the purposes of future work or study, entertainment or engagement with public-interest issues. It also involves the application of mathematics in or for a public context or need.

Reading and writing

People with reading, writing oral communications skills can independently complete a number of the tasks in training for work in an art centre. However, there will be times when they need to ask for assistance, particularly with unfamiliar tasks, that is, doing something in the art centre context or using the organisation's documents or procedures. These trainees may just need the opportunity to practice their skills in an art centre context.

Trainees with lower level literacy skills will need to be taught some of these skills explicitly and given many opportunities to practice them in an art centre context. For some trainees the trainer will need to break these activities up into smaller chunks. For example:

- Show trainees the words they need to read and spell.
- Model the type of text used in art centres, that is, always give them an example of what you want.

The sorts of activities which are taught are:

- Reading and writing short formal notes and letters for particular purposes, with reasonably accurate spelling and legible handwriting.
- Writing an article of 2 or 3 paragraphs on a topic which is familiar, and structuring it in an appropriate sequence.
- Locating and selecting relevant information from written material, eg, job advertisement, news headlines and key information in a newspaper article.

Some art centre samples might be:

- Reads and follows the art centre OHS policy.
- Reads and follows the art centre procedures for selling a work.
- Reads and follows the art centre procedures for setting up a space for painting/ceramics.
- Uses the computer to look up the details of a work.
- Reads information about an artist and their work and select relevant information to talk to visitors about works on display.

Art Centre writing sample activities might be:

- Uses information from the database to write up notes and labels for displaying a work.
- Uses the computer to make and print labels.

Oral Communication

People competent with listening and speaking in English may just need practice in using these skills in the art centre context.

Those who may not use English very often will need to be taught these skills explicitly. They need to know when it is appropriate to speak in first language and converse in Non Standard English and when to use Standard English.

The sorts of activities which support the learner to extend are:

- Role-play how to listen, speak, take turns and keep conversations going to get the information needed.
- Participate in an interview requiring some negotiation skills, eg. Asking specific questions, listening for specific information from a routine announcement. Clarify meaning by asking for repetition when necessary.

The sorts of activities which encourage the use of first language are:

- Mentoring others in the art centre.
- Discussing meeting agenda items and issues in language and repeating the relevant passages in English.

Art Centre oral communication samples activities - speaking and listening - might be

- Talks with a gallery on the phone to set a price for a work.
- Tells a customer about a work or an artist.

- Takes a telephone call and giving information about the centre.
- Listens to an artist describe their work and takes some notes.
- Listens for the important points for action at a management meeting.
- Talks with an artist about Art Centre methods and amount of payment.

Numeracy:

People with skills at a higher level are most comfortable using real-life materials and a 'hands-on' approach. They can:

- Recognise whole numbers including money, simple fractions, decimals and percentages.
- Compare and calculate with money, measurements, and weights.
- Use simple measurements with space.
- Use timetables.

For trainees without these skills you may need to isolate some skills to teach explicitly, for example:

- Number and value.
- Measurement and terms for height and length.
- Money handling.
- Quantity.
- Art centre work provides plenty of opportunity for practicing these skills using concrete examples.

Art Centre numeracy sample activities might be:

- Identifies items and prices in a catalogue.
- Estimates lengths of board needed for a painting.
- Estimates time for drying a pot.
- Weighs boxes of completed works for shipment to a gallery.
- Follows plan by measuring space for setting up an exhibition.


Mapping Units of Competency against the Resource

The PDF file version for each unit of competency is in the accompanying folder called **NTIS Units of competency 2008**. At the time of resource production these unit versions and codes were the most recent on the NTIS website: <http://www.ntis.gov.au/Default.aspx>

SET: Marketing															
37. Make Art Centre Advertising															
SET: OH&S															
38. Workplace Safety															
39. Bleeding															
40. Burns															
41. Fainting and Shock															
SET: Packaging															
42. Load Tape Gun															
43. Wrap Artwork in Paper															
44. Wrap Artwork in Cardboard															
45. Make a Box Layer															
SET: Painting															
46. Exploring your Art: Painting															
47. What to Paint?															
48. Colours and Mixing															
49. Mixing Ochre															
50. Acrylic															
51. Watercolour															
SET: Printmaking															
52. Introduction to Studio and Press															
53. Exploring your Art: Printmaking															
54. Adjusting the Press															
55. Making a Lino Board															
56. Cutting Design into Lino															
57. Preparing Ink															
58. Rolling Ink onto Lino Board															
59. Registration															
60. Printing from Lino Board															
61. Cleaning Up															
62. Edition of Prints															

SET: Studio																				
63. Organise the Workspace																				
64. Quality Control																				
65. Look after Tools																				
66. Distribute the Materials to Artists																				
67. Ordering Art Supplies																				
68. Looking after Bulk Materials																				
SET: Weaving																				
69. Desert Grasses																				
70. Collecting the Grasses																				
71. Needles																				
72. Threading a Needle																				
73. Starting a Basket																				
74. Making a Basket Bigger																				
75. Finishing a Basket																				
76. Making a Flat Animal Shape																				
77. Inspiring Animal Shapes																				
78. Inspiring Ways to Start a Basket																				
79. Inspiring Basket Shapes																				
80. Inspiring Ideas for Decorating Baskets																				

Mapping Units of Competency: Matrix 2 of 2

SECTION NUMBER	CUV03					CUV03					CHC		SIR07	RTD	SIT07							
 <p>© Our Art Our Place Our Way, 2008</p>	CUVPRP01B: Develop self as artist	CUVCOR01B: Source concept for own work	CUVCOR02B: Develop and articulate concept for own work	CUVIC02A Share ideas in the workplace	CUVIC01B Contribute to workplace improvements	CUVSP34B: Apply techniques to produce paintings	CUVSP35B: Produce paintings	CUVSP44A: Apply techniques to produce prints	CUVSP45A: Produce prints	CUVSP04B: Apply techniques to produce ceramics	CUVSP05B: Produce ceramics	CUVSP54B Apply techniques to produce textile-fibre work	CUVSP55B Produce textile-fibre work	CHCNET1C Participate in networks.	CHCNET2B Maintain effective networks	SIRXSL001A Sell products and services	SIRXSL002A Advise on products and services	SIRXCCS001A Apply point-of-sale handling procedures	RTD4912A Contribute to association governance	SITXHRM001A Coach others in job skills	SITXLAN328A Conduct workplace oral communication in a language other than English (All)	SITXFIN001A Process financial transactions
SET: Business																						
1. Art Centre Sales Management																						
2. Art Centre Payments to Artists																						
3. Art centre Purchasing Artefacts																						
4. Art centre Sells an Art Work																						
5. Art Gallery Sells and Art Work																						
6. Income Chart																						
7. Expenses Chart																						
8. Income and Expense activity																						

SET: Canvas												
9. Making a Stretcher												
10. Stretching the Canvas												
11. Preparing the Stretched Canvas												
12. Un-stretched Canvas												
13. Staple Gun												
SET: Cataloguing												
14. Tips, Words, Ideas												
15. Take a Digital Photo												
16. Collect Information on Art Work												
17. Edit a Digital Image and Create a New Record.												
18. Record Artwork Detail onto Computer												
SET: Ceramics												
19. Words to Understand												
20. OH&S												
21. Reclaiming Clay												
22. Hand Building a Pot												
23. Terra Sigillata												
24. Relief Shellac Resist												
25. Packing a Kiln												
26. Using Poly Metric Firing Cones												
SET: Customers												
27. Sell to a Customer												
28. Process a Sale												
29. Take Payment for a Sale												
SET: Governance												
30. Constitution												
31. Governance – CATSI Act												
32. Map of Art Centre Corporation												
33. Roles and Responsibilities												
34. Organise Meetings												
35. Manage Meetings												
36. Glossary of Words												
SET: Marketing												
37. Make Art Centre Advertising												

SET: OH&S												
38. Workplace Safety												
39. Bleeding												
40. Burns												
41. Fainting and Shock												
SET: Packaging												
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