Australian Government

Department of Education, Employment and Workplace Relations

CUVICS04B Originate and develop a concept

Release: 1

CUVICS04B Originate and develop a concept

Modification History

Not Applicable

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Unit Descriptor

Unit descriptor	The standard describes the skills and knowledge required for working with and developing a concept to that stage where it becomes the basis of a creative and effective product, service or process. It covers both the response to a brief or the development of a self-initiated proposal. It does not describe the skills needed for presentation of the proposal which are covered by other units. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This standard has been developed for people whose job specifically involves designing products or services, concepts or outcomes in any sector of the cultural industries. It might be used by someone designing a new event concept, a concept for public art, a new graphic design package for a hotel/resort, a concept for multi-media installation, a concept for sound sampling, a marketing campaign, a concept for new gallery space and so on. The standard relates to specialist positions in enterprises such as the community development office of local government organisations, design studios, event management/promotion firms, artist-run co-operatives, theatres and galleries and museums. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the brief or clarify need or opportunity	1.1. The brief, need or opportunity for innovation is explored. The context for the new ***product*** or service is investigated and clarified and the audience/user is determined. 1.2. The ***purpose***, desired outcome or end product, broad content, style, cost, intended audience and other relevant ***factors*** of the brief, need or opportunity are clarified. 1.3. The purpose, goals, ***constraints*** and requirements of the final product/service/process are specified.
2. Develop a range of creative approaches	2.1. A range of different, innovative and creative approaches and concepts is generated. 2.2. Different approaches/concepts are reviewed for feasibility, innovation, creativity, and acceptability to client or audience. 2.3. Possible constraints are identified and the approaches/concepts are checked against these to determine feasibility. 2.4. The social, ethical and environmental impacts of the approaches/concepts are taken into consideration. 2.5. The effects and advantages of various combinations of activities, systems, processes, staff, materials for achieving a creative, innovative and appropriate outcome are investigated. 2.6. The concept(s) or approach(es) that achieve the required outcome in an innovative and feasible way are selected and draft proposals representing those approaches are documented in an appropriate ***format***.
3. Seek opinions of colleagues and a range of creative and technical experts/specialists	3.1. Proposals are discussed with ***colleagues and specialists***. 3.2. Creative and technical aspects of the proposals are clarified and expert advice sought where required. 3.3. Proposals are compared with best practice examples of similar products, services or processes.
4. Adjust and refine proposal on the basis of advice received and evaluation	4.1. Determine advantages and disadvantages of each approach/strategy based on criteria such as creativity, appropriateness to the user/audience, cost-effectiveness, level of risk, potential benefits and technical feasibility. 4.2. Proposals are evaluated and the approach which will

ELEMENT	PERFORMANCE CRITERIA
	result in achieving the desired outcome is selected.
5. Develop the concept to an operational level	5.1. A detailed *specification* for the product in terms of creativity, the audience/user, budget, and technical requirements is developed.
	5.2. The detailed specification is presented to the relevant parties for approval, funding or endorsement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
- the ability to use creative techniques to generate a range of innovative ideas   - the ability to communicate with a wide range of people   - research skills   - relevant technical knowledge   - appropriate ways of documenting creative proposals.
Required knowledge
- knowledge of past history of work in related areas   - knowledge of the social and environmental effects of possible approaches   - specialist knowledge relating to issues within the specific work contexts within cultural industries   - technical principles and knowledge appropriate to the area covered by the concept   - communication principles   - the variety of methods and materials available.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • generation and evaluation of creative and effective concepts • translation of an original idea into a concrete proposal which is documented and reviewed using appropriate methods.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the development process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in discussions and other collaborative activities to evaluate ideas or solutions • oral or written questioning to assess knowledge of the social and environmental impacts of relevant products, services or processes.
Guidance information for assessment	This competency standard could be assessed on its own or in combination with other competencies relevant to the job function within the cultural industries work context. The other standards would probably most appropriately be at AQF level 4 and above and may include: • CUVADM11B Work within an arts organisation context • CUVDES04B Integrate colour theory and design processes in response to a brief • CUVCON06B Develop concepts for arts

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EVIDENCE GUIDE	
	organisations or projects **Please note**: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Products might include:	• commissioned art work • fabric designs • furniture design • marketing campaigns • new gallery concepts • photoimaging assignments.
Purposes of the product may include:	• provision of services to clients within the cultural industries.
Factors to be considered may include:	• access to technology • audience/user characteristics • cost effectiveness • level of skill and understanding required for implementation • need for additional staff training • resource requirements • technical feasibility.
Constraints to the project may include:	• availability of skilled experts and personnel • cost • equipment • finance • technical difficulty

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RANGE STATEMENT

	• time.
Formats for documentation may include:	• briefs for a consultant • descriptions of a creative proposal for in-house consideration • proposals to be submitted to a funding body or sponsor.
Appropriate ***colleagues and specialists*** to discuss proposals with may include:	• any staff who may be involved in the design or the implementation of the process • creative and administrative staff • personnel external to the organisation • technical specialists.

Project ***specifications*** may include:	• audience
	• budget
	• operational plan
	• ownership of final product
	• purpose
	• resources, e.g.:
	  • human
	  • plant and equipment
	• time.

Resources and equipment may include:	• computers, e.g.:
	  • hardware
	  • software
	• specialist staff required for successful development of the proposed product or service
	• others resources or equipment depending on the outcome required.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation