



Australian Government

Department of Education, Employment and Workplace Relations

CUVPHI520A Produce an innovative presentation of professional work

Release: 1

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Modification History

Version	Comments
CUVPHI520A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce an innovative presentation of creative photo imaging products.

Application of the Unit

Photographers working within the creative industries are often required to produce, present and continually update a presentation package or portfolio of their creative work. This unit requires the self-directed application of skills and knowledge to research, plan, develop, compile, present and evaluate an innovative presentation package of creative photo imaging products. This work is usually undertaken independently.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

<p>1. Research and assess methodologies used in the presentation of creative products</p>	<p>1.1 Research best practice <i>presentation methodologies</i> using appropriate <i>sources of information</i></p> <p>1.2 Select and review presentation methodologies for own use and confirm with <i>appropriate people</i></p> <p>1.3 Evaluate the potential and <i>required purpose</i> of presentation methodologies for creative products</p> <p>1.4 Evaluate the <i>production requirements and content implications</i> of selected presentation methodologies</p> <p>1.5 Estimate production timeline, workflow and budget for the presentation of creative products</p>
<p>2. Plan a presentation of creative products</p>	<p>2.1 Use <i>critical thinking techniques</i> to design and plan a presentation concept</p> <p>2.2 Select appropriate <i>content</i> that reflects the presentation's required purpose</p> <p>2.3 Design templates, prototypes and maquettes suitable to presentation concept</p> <p>2.4 Confirm that production requirements and content implications are achievable within production timeline and budget</p> <p>2.5 Obtain and accurately record copyright clearance on all sourced content</p> <p>2.6 Review suitability of presentation's design and content and confirm with appropriate people</p> <p>2.7 Develop, test and proof presentation concept</p>
<p>3. Present creative products</p>	<p>3.1 Access presentation equipment suitable for production requirements and content implications</p> <p>3.2 Present creative products using appropriate presentation methodologies</p> <p>3.3 Monitor production requirements and content implications of presentation to ensure required purpose is met</p> <p>3.4 Review projected and actual budget outcomes</p> <p>3.5 Develop systems to identify and respond to future presentation opportunities</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- research skills to:
 - access information from reliable sources to inform decision-making process
 - compare contemporary and emerging styles, and conceptual and aesthetic approaches to presentation packages of creative product
- numeracy skills to develop and maintain financial records for budgets
- literacy skills to:
 - prepare text for business documents, pricing schedules and contracts
 - interpret a range of media from research
- communication skills to:
 - critique and discuss best practice presentation methodologies
 - liaise with a range of service providers in the presentation of creative products
- critical thinking skills to plan and implement presentation concepts
- learning skills to develop and maintain skills in presentation technology
- planning and organising skills to:
 - plan and implement project development processes
 - manage the workflow of research, concept development, production and post-production in the presentation of creative products
- problem-solving skills to address presentation equipment malfunctions
- technology skills to:
 - edit, enhance, manipulate and output photo images to industry standards for presentation purposes
 - apply and maintain quality control procedures for presentation purposes
 - use an extended range of digital media, design and presentation technologies.

Required knowledge

- commonly used research methodologies
- current and emerging trends in presentation technologies, including design, layout, typography, interactivity and accessibility
- industry-standard and best practice presentation methodologies
- OHS requirements relating to technology usage
- visual communication forms relevant to the presentation of creative products.

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • research industry practice presentation methodologies • design and realise presentation concepts • present creative products in a manner suited to the intended audience and purpose.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to: <ul style="list-style-type: none"> • appropriate technology and sources of information to research industry-standard presentation methodologies • industry-standard presentation packages and/or technology • environment where a range of industry-standard presentation methodologies can be applied • appropriate learning and assessment support when required • the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence • review of third-party reports from experienced practitioners • direct observation of candidate presenting creative products • case studies to assess candidate's ability to research trends and emerging technologies • problem-solving activities to assess candidate's critical thinking skills. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g.</p>

	people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	<p>Holistic assessment with any photo imaging unit or other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• BSBMKG413A Promote products and services• CUFDIG401A Author interactive media• CUFDIG402A Design user interfaces• CUFDIG403A Create user interfaces• CUFDIG502A Design web environments• CULMS008B Conceive, develop and realise exhibition designs.

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.

<p><i>Presentation methodologies</i> may include:</p>	<ul style="list-style-type: none"> • business cards and promotional folders • CDs and DVDs • digital media presentations • digital media sequences with recorded sound: <ul style="list-style-type: none"> • documentary (travel) • fiction, stories and drama • humour • illustration as part of a longer presentation • interpretative, including music, songs, poetry and prose • personal comment on any subject • digital/photo slide shows • exhibitions of work in a variety of display spaces • printed images, bound in book form or in folios • websites and interactive or social media.
<p><i>Sources of information</i> may include:</p>	<ul style="list-style-type: none"> • book journals and book binders • discussions with industry practitioners, such as visual and interactive media artists, and master craft workers • electronic and print media, such as news, reviews and articles • events, such as industry functions, conferences, trade fairs and expositions • government bodies and associated publications • internet • libraries and archives, such as text, film, video, sound and graphic • national and international journals, such as computing, design, video and interactive digital media • personal observations and experience • professional development opportunities, such as training programs, seminars, conferences, competitions, awards, exhibitions, symposiums, workshops and master classes • relevant industry associations • retail and wholesale suppliers of products and services • technical publications and reference books.

<p><i>Appropriate people</i> may include:</p>	<ul style="list-style-type: none"> • employers • future clients • members of relevant professional associations • mentors and peers • practising photographers, photo imagists and members of allied fields.
<p><i>Required purpose</i> may include:</p>	<ul style="list-style-type: none"> • application submission: <ul style="list-style-type: none"> • association membership • grant or commission • industry accreditation • artistic • commercial • educational • entertainment • job interview • marketing • promotion, such as promotional give-away to prospective clients.
<p><i>Production requirements and content implications</i> may include:</p>	<ul style="list-style-type: none"> • appropriate output mediums (MP4, MOV, 3G) • appropriate rhythm in picture and sound sequences • appropriate selection, variation and speed of image transitions (dissolve, pan, zoom) • calculating image numbers • categorisation and sequencing of images • choice and quality of photographic visual material • continuity and aptness of sound with visual material • cost for production of multiples • image cropping • image printing (desktop printer, darkroom, lab, bureau) • mixing sound sources • pictorial character of sequences • printing, burning, binding, box making, or fabrication by self or others • quality control: <ul style="list-style-type: none"> • calibrating and optimising output devices • checking service provider's output against specification • making colour match samples • making specification documents • scriptwriting and speaking and narrating • size, mounting and weight • viewing requirements:

	<ul style="list-style-type: none"> • CD and DVD specifications • data or slide projector for projected images • exhibitions • viewing locations, such as theatres, boardrooms and night sky projections • visuals (colour and monochrome) • website and interactive and social media.
<i>Critical thinking techniques</i> may include:	<ul style="list-style-type: none"> • analysing and evaluating actions and policies • clarifying issues, values and standards • comparing similar situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • reading and listening critically • recognising contradictions • transferring insights to new contexts • using critical vocabulary.
<i>Content</i> may include:	<ul style="list-style-type: none"> • audio, video and DVD sequences • paintings, drawings and illustrations • photographs/photo images • practitioner's own creative work • selections from existing stock libraries • three-dimensional forms, packaging and sculptures.

Unit Sector(s)

Visual communication – photo imaging