



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUFRAD01A Originate and develop the concept**

**Release: 1**

## **CUFRAD01A Originate and develop the concept**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit describes the skills and knowledge required to originate a project in cultural industries and develop the concept to that stage where it becomes the basis of a creative and effective production.

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### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

# Elements and Performance Criteria

## Elements and Performance Criteria

<b>Element</b>	<b>Performance Criteria</b>
1 Clarify creative ideas	<ul style="list-style-type: none"><li>1.1 Identify purpose of production and who the audience/user for the product will be</li><li>1.2 Refine the concept in terms of purpose, broad content, style, aesthetic effect, intended audience and other factors depending on the medium</li><li>1.3 Identify a range of different, innovative and creative solutions</li><li>1.4 Document the concept in an appropriate format</li></ul>
2 Investigate approaches to the realisation of the idea	<ul style="list-style-type: none"><li>2.1 Identify possible approaches and media to be used to achieve the desired outcome</li><li>2.2 Evaluate the impact of different approaches and the creativity and technical feasibility of each</li><li>2.3 Consult with appropriate personnel, identifying and discussing a range of creative and technical approaches</li><li>2.4 Investigate the effects and advantages of various combinations of media to be used to achieve a creative, innovative and appropriate outcome</li><li>2.5 Identify the resources and equipment required by the project</li></ul>
3 Evaluate possible approaches	<ul style="list-style-type: none"><li>3.1 Determine advantages and disadvantages of each approach/strategy based on criteria such as creativity, appropriateness to the user/audience, technical feasibility</li><li>3.2 Determine any constraints to realisation of the concept</li><li>3.3 Evaluate approaches and select the approach which will result in achieving the desired outcome</li></ul>

- 4 Develop the concept to an operational level
  - 4.1 Develop a detailed specification for the project in terms of creativity, the audience/user, budget, and technical requirements
  - 4.2 Review the plan and the detailed specification and refine them
  - 4.3 Specify the creative and technical requirements of the production

## **Required Skills and Knowledge**

Not applicable.

## Evidence Guide

### Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- principles of effective and creative design
- visual design and communication principles
- the range of media available
- the variety of methods available
- the theory of human/machine interaction
- principles of adult learning and instructional techniques
- technical feasibility

### Linkages to other units

This unit underpins effective performance in a range of cultural industry units. It is recommended that this unit is delivered/assessed in conjunction with other units which have a design and/or project base.

### Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- the ability to generate creative and effective concepts and evaluate them
- the ability to translate an original idea into a concrete proposal
- the ability to document a proposal using a method appropriate to the audience

### Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Evidence of competence would be best obtained by evaluation of a number of concept development tasks ensuring coverage of a wide range of styles and activities.

The assessment should cover the full range of information needed to evaluate proposals and take the development of an effective and creative project forward to the production stage.

### Resource requirements

This unit of competency does not have any significant resource requirements but access to a computer and appropriate software to develop the proposal would be useful.

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## Range Statement

### Media considered may include:

film  
video  
audio  
still pictures  
text  
art work  
live performances  
multimedia  
internet

### Purposes of the production may be provision of:

education  
entertainment  
information  
documentary  
advertisement  
game

### Formats for documentation may include:

proposal to be submitted to a funding body  
brief for a consultant  
technical specification document  
description of a creative proposal for inhouse consideration

### Appropriate personnel to consult may include:

designers  
IT personnel  
film/television professionals  
educators  
designers  
writers  
musicians  
clients/customers  
heads of department  
other technical staff  
other specialist creative and administrative staff

### Factors to be considered include:

length of program/film  
navigation/flow (mm)  
delivery platform (mm)  
interactivity (mm)  
level of skill and understanding required for use

### Constraints to the project may be:

cost  
finance  
skilled experts  
personnel  
equipment



technical difficulty

**Resources and equipment may include:**

all the specialist staff required for successful development of the proposed product

computers

application software

video and audio equipment

editing equipment

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**Unit Sector(s)**

Not applicable.