Australian Government

Department of Education, Employment and Workplace Relations

CUVCON06B Develop concepts for arts organisations or projects

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CUVCON06B Develop concepts for arts organisations or projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge to develop concepts for arts organisations or for specific arts projects. It includes the need for concept generation, communication and consultation on the concept, and development of the concept to a pre-operational stage. Concepts may be required for a wide range of purposes including programs, events, exhibitions or administrative structures. This work would usually be carried out autonomously and may include responsibility for others.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units   This unit has strong linkages to other general management units that focus on development and planning skills, and combined assessment and/or training with those units is recommended.

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 **Clarify context for the concept**.	1.1 Investigate and clarify the overall purpose for the *concept*.
	1.2 Investigate and clarify initial possibilities for realising the concept.
	1.3 Refine and clarify the key objectives for the concept in consultation with relevant colleagues and stakeholders.
2 **Generate concept**.	2.1 Generate a range of different, innovative and creative approaches for the concept.
	2.2 Review different approaches for technical feasibility, innovation, creativity and acceptance to client/audience.
	2.3 Identify potential *constraints* and access their impact on the concept.
	2.4 Take account of social, ethical and environmental impacts in generating the concept.
	2.5 Select possible approaches that meet the key objectives, and draft *proposals* in an appropriate format.
3 **Consult on concept**.	3.1 Identify *key stakeholders* with whom consultations should be held, including the need for expert advice.
	3.2 Develop and implement an appropriate *consultation strategy*.
	3.3 Establish commitment and support for the proposed concept.
4 **Adjust and refine concept**.	4.1 Determine advantages and disadvantages of different approaches based on consultation, creativity and operational feasibility.
	4.2 Evaluate concept and select final approach to meet the desired outcome.
5 **Develop concept**	5.1 Develop specifications or initial plans for the

ELEMENT	PERFORMANCE CRITERIA
to pre-operational stage.	implementation of the concept, including information on resources, technical and other operational requirements.
	5.2 Present or communicate specifications or plans to 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:

- report/proposal writing skills
- networks and stakeholders in the relevant areas of the arts
- communication skills in relation to consulting with others on concepts and ideas
- research and analytical skills.

Required knowledge:

- in-depth industry knowledge of the relevant area of the arts
- technical knowledge sufficient to inform realistic concept development to a pre-operational stage
- appropriate ways of documenting different types of arts concepts/proposals.

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.

Critical aspects for	The following evidence is critical to the judgement of

EVIDENCE GUIDE

assessment and evidence required to demonstrate competency in this unit	competence in this unit: • development of a concept for an arts organisation or project which meets overall objectives • communication skills demonstrated through effective consultation processes.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the development of a concept for an arts organisation or project to meet a specific industry need • consultation/interaction with others to reflect the communication aspects of this unit.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of concept proposals and specifications developed by the candidate • evaluation of reports prepared by the candidate detailing approaches to concept development, challenges faced and how these were addressed • case studies to assess ability to apply the concept development process to different situations and contexts • review of portfolios of evidence • third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. 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).

Assessment of this unit requires access to the materials resources and equipment needed to develop concepts, e.g. relevant documentation.

Innovation and Business Skills Australia

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.

Concepts may be developed for a wide range of purposes within an arts context including:	• administration • creative policy • exhibitions • festivals • funding sources • management structures • marketing approaches • public programs • the creation of an arts organisation.
Concept ***constraints*** may relate to:	• community context • financial or other resource constraints • philosophy/vision of the organisation • profit requirements • technical feasibility • timing.
Appropriate formats for ***proposals*** may include:	• briefs • reports • submissions for funding • technical specifications.
Key stakeholders may include:	• boards or committees • existing staff or management • financial contributors to the organisation • government representatives • nominations or representatives from other organisations

RANGE STATEMENT

- policy makers
- potential audience groups
- potential exhibitors or user groups
- reference groups.

Consultation strategy may include:

- advertising
- discussions
- distribution of policy documents/reports
- internal communications
- interviewing
- mail outs
- presentations
- press releases
- telephone campaigns.

Unit Sector(s)

Not Applicable