



**Australian Government**

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

# **CUVCOR01B Source concept for own work**

**Release: 1**

## **CUVCOR01B Source concept for own work**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the skills and knowledge required to source and organise information to assist in the development of the concept for work. The concept encompasses ideas, form and context for the work. This unit describes the articulation of the creative process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This work would usually be carried out under supervision.

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 underpins many specialisation units and combined assessment and/or training with those units is highly 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 Source concept.	1.1 Identify and collect <i>information</i> relevant to ideas for the concept. 1.2 <i>Organise</i> collected information in a way which helps the development of the concept.
2 Review information for application to own work.	2.1 <i>Review information</i> to clarify ideas for the concept. 2.2 Select final option for the concept based on information.

## Required Skills and Knowledge

### Required Skills and knowledge

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

#### Required skills:

- literacy skills sufficient to source, organise and review information to assist the development of the concept for own work
- numeracy skills sufficient to interpret simple technical data which assists the development of the concept for own work.

#### Required knowledge:

- general knowledge of a limited range of sources of information to assist the development of the concept for own work
- overview knowledge of the elements and principles of design to assist the development of the concept for own work
- general knowledge about other artists and concept development for their work
- introductory knowledge about theoretical and historical contexts to assist the development of the concept for own work
- awareness of copyright, moral rights and intellectual property issues relevant to development of concept for own work.

# 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 assessment and evidence required to demonstrate competency in this unit**

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

- development of a concept for work through the process of collecting, organising and reviewing information.

### **Context of and specific resources for assessment**

The assessment context must provide for:

- practical demonstration of skills through the development of a concept for a piece of work.

### **Method of assessment**

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

- visual presentation, including diagrams, charts, slides, digital
- written and/or verbal reports
- questioning and discussion about the candidate's intentions and work outcome
- portfolios of evidence
- review of 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 e.g. 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 seek, organise and review information.

## 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.

***Information*** sources may include:

- books, magazines, poems
- direct observation of the natural or man-made environment
- family stories
- music and/or film/video
- myths and legends, including religious
- oral history
- photographs and other artworks.

***Organising*** information may include:

- file
- scrapbook of images
- written and/or visual diary.

***Reviewing information*** may include consideration of:

- aesthetic appeal
- cultural conventions and/or significance
- personal interest.

## Unit Sector(s)

Not Applicable