Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP405A Develop and discuss ideas for own creative work

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CUVPRP405A Develop and discuss ideas for own creative work

Modification History

Version	Comments
CUVPRP405A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and discuss ideas for creative work.
The unit includes research and analysis, as well as the ability to participate in critical and informed discussion with others about creative work

Application of the Unit

People working across all areas of creative practice apply the skills and knowledge described in this unit. The ability to research, generate and discuss ideas is an integral part of the creative process, and sits alongside the technical skills specific to particular art forms.

This work would usually be carried out under mentored supervision.

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
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

1. Research ideas	1.1 Identify and source *information* that supports the development of ideas for creative work
	1.2 *Critically analyse* information in the context of current and potential work
2. Generate ideas	2.1 Develop a range of different, innovative and creative ideas based on the nature of own creative practice
	2.2 Reflect on and integrate ideas generated from research
	2.3 Consider possible *constraints* on ideas
	2.4 Select ideas based on research, reflection and relevant constraints
3. Discuss ideas with others	3.1 Identify and seek out *people* who can provide valuable input to discussions about work ideas
	3.2 Evaluate different *communication options* and select the most appropriate
	3.3 Present key information on ideas and their process of development
	3.4 Use effective communication techniques to generate discussion, debate and critical analysis of ideas
4. Adjust and refine ideas	3.5 Reflect on the views and contributions of others
	3.6 Make own analysis of ideas based on individual aspirations and goals
	3.7 Refine ideas based on own analysis and interactions with others

Required Skills and Knowledge

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

Required skills
• communication skills to engage in informed discussion about potentially abstract ideas • critical thinking skills to evaluate, distil and select ideas from research • learning skills to learn from discussion with others • literacy skills to interpret a wide range of source materials for the development of ideas

Required knowledge
• historical and contemporary references in chosen area of practice • different ways to communicate and collaborate in creative practice • intellectual property issues and legislation that affect the development of ideas for creative work in the relevant context

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 ability to: • generate ideas for creative work grounded in research and reflection • engage in informed discussion about ideas in own work • apply knowledge of historical and contemporary references in own area of creative work.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others about ideas for work.
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 presentation by the candidate • questioning about research and development processes • review of portfolios of evidence • review of third-party reports from experienced practitioners. 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUVPRP401A Realise a creative project.

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 may include:	• direct observation of the natural or built environment • music, film and video • myths and legends • oral history • photographs and other artworks • promotional material • range of texts and text types • technical reports and data.
Way to ***critically analyse*** information may involve:	• considering how ideas may be adapted and challenged within work • drawing links between references and own work • making judgements about relevance of information and ideas.
Constraints may include:	• audience • availability of materials, tools and equipment • budgeting • own skills • presentation venue/context • sponsorship • timeframe.
People may include:	• critics and writers • mentors • other creative practitioners • peer groups • supervisors • teachers.
Communication options may include:	• blog • informal discussions • electronic forums • oral presentation • visual presentation • written presentation • wiki.

Innovation and Business Skills Australia

Unit Sector(s)

Industry capability – professional practice