



Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP503A Present a body of own creative work

Release: 1

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Modification History

Version	Comments
CUVPRP503A	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 use creative, technical and project management skills to develop a professional and innovative presentation of own creative work. It is based on the unit CUVPHI520A Produce an innovative presentation of professional work.

Application of the Unit

All creative practitioners need to produce, present and continually update a professional presentation package or portfolio of their own creative work. The presentation may be physical or virtual.

Work is undertaken independently with mentoring and guidance as required.

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

1. Evaluate and select presentation options	<p>1.1 Research <i>presentation options</i> using appropriate <i>sources of information</i></p> <p>1.2 Explore ideas and options for presenting work in <i>new and innovative ways</i>, including those from other disciplines</p> <p>1.3 Identify and consult with <i>relevant people</i> when developing presentation options</p> <p>1.4 Select presentation methodologies based on <i>intended purpose</i> and <i>other parameters</i></p>
2. Plan presentation of work	<p>2.1 Use <i>critical thinking techniques</i> to develop an overall presentation concept</p> <p>2.2 Explore and refine how the presentation concept will impart explicit and implicit messages to its audience</p> <p>2.3 Develop realistic production budget, timeline and workflow plan</p> <p>2.4 Design a <i>template</i> for the presentation that supports key messages to be communicated</p>
3. Create presentation	<p>3.1 Select and integrate <i>content</i> that supports presentation objectives</p> <p>3.2 Obtain and accurately record copyright clearance on all sourced content</p> <p>3.3 Develop a cohesive presentation that supports objectives</p> <p>3.4 Review projected and actual budget outcomes</p>
4. Review and update presentation	<p>4.1 Evaluate presentation in the context of its objectives and feedback from others</p> <p>4.2 Proactively identify opportunities to update and refine presentation</p> <p>4.3 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

- communication skills to impart key messages about own creative work to the intended audience
- critical thinking and analytical skills to analyse and evaluate different options for presentation of work, including current and emerging professional trends
- initiative and enterprise skills to identify and act on new ideas for presenting work
- learning and self-management skills to keep up-to-date with emerging and innovative practice in professional presentation of work
- literacy skills to create a coherent presentation of work
- planning and organising skills to:
 - manage the workflow for the production of a portfolio of work (research, concept development, production and post-production)
 - organise resources required for the portfolio
- problem-solving skills to develop solutions for conceptual and technical challenges
- numeracy skills to estimate costs for presentation production
- technology skills to use digital media, design and presentation technologies appropriate to the creative work being presented

Required knowledge

- typical and innovative ways in which portfolios of work are used by creative practitioners
- visual communication formats relevant to the presentation of creative work
- current and emerging trends in presentation technologies relevant to the particular area of work (including design, layout, typography, interactivity and accessibility)
- elements and principles of design as they apply to the creation of a professional presentation of work
- intellectual property issues and legislation and how they relate to the use of information in a professional presentation

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-standard 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 access to:</p> <ul style="list-style-type: none"> • appropriate technology and sources of information to research industry-standard presentation methodologies • industry-standard presentation packages and technology.
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"> • evaluation of a presentation or portfolio created by the candidate • direct observation of candidate presenting creative products • evaluation of problem-solving activities to assess candidate's critical thinking skills • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>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).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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 options</i> may include:</p>	<ul style="list-style-type: none"> • bound books and folios • brochures • catalogues • digital media presentations, including websites • exhibitions of work in a variety of display spaces • product demonstration • product sample cases • promotional folders • printed images, bound in book form or in folios.
<p><i>Sources of information</i> may include:</p>	<ul style="list-style-type: none"> • books • discussions with industry practitioners • events • government bodies • industry associations • internet • libraries and archives • journals • media • personal observations and experience • professional development sources: <ul style="list-style-type: none"> • awards • competitions • conferences • exhibitions • master classes • suppliers of products and services • technical publications.
<p><i>New and innovative ways</i> may include:</p>	<ul style="list-style-type: none"> • interactivity • media not used before • new distribution mechanisms • storytelling or other interpretive techniques.
<p><i>Relevant people</i> may include:</p>	<ul style="list-style-type: none"> • members of relevant professional associations • mentors and peers • practising artists and designers

	<ul style="list-style-type: none"> • presentation experts • teachers.
<i>Intended purpose</i> may be:	<ul style="list-style-type: none"> • application submission: <ul style="list-style-type: none"> • association membership • grant/commission • industry accreditation • artistic • commercial • educational • entertainment • job interview • marketing/promotion • promotional give-away to prospective clients.
<i>Other parameters</i> may relate to:	<ul style="list-style-type: none"> • budgetary constraints • competition rules • environmental sustainability • grant application requirements • longevity requirements • requirements of a brief • time constraints • viewing locations • viewing requirements.
<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>Template</i> may include:	<ul style="list-style-type: none"> • chapter and section headings • colour scheme

	<ul style="list-style-type: none">• outline script• image specifications• layout and design• thematic connections• typography to be used.
<i>Content</i> may include:	<ul style="list-style-type: none">• audio, video and DVD sequences• drawings• illustrations• maquettes and other three-dimensional (3-D) forms• paintings• photo images.

Unit Sector(s)

Industry capability – professional practice