



Australian Government

CUAPPR605 Evolve ideas for professional creative work

Release: 1

CUAPPR605 Evolve ideas for professional creative work

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to develop the conceptual aspects of any creative practice, including through the processes of evaluation, critical thinking and research.

It applies to individuals who work in any creative form. At this level, practitioners engage with ideas as a fundamental part of the day-to-day process of creating work. Ideas and thinking are integral to the practical exploration of materials, processes and techniques, but hold a special place in the creative process.

No licensing, legislative or certification conditions apply to this unit at the time of publication.

Unit Sector

Industry capability – professional practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Evaluate own practice	1.1 Analyse the history and development of own practice from a technical and conceptual perspective 1.2 Identify and analyse the external influences that have shaped ideas and directions in current work 1.3 Evaluate own relationship with work and how this has evolved over time 1.4 Analyse how personal experiences and factors have affected work and the ideas that inform it 1.5 Involve others in the evaluation of own practice to broaden own perspectives

ELEMENT	PERFORMANCE CRITERIA
2. Develop ideas and thinking	2.1 Use practical work, experimentation and critical thinking as part of the creative process 2.2 Integrate new processes and ideas into the evolving work in ways that effectively communicate key messages and refine the work 2.3 Deepen or broaden contextual research to support the generation and maturation of ideas 2.4 Collaborate with other professional practitioners about ideas and research 2.5 Produce experimental pieces, unfinished and finished works that reflect evolving ideas, resolving conceptual and technical issues that may arise within the work
3. Integrate ideas and professional opportunities	3.1 Evaluate own professional goals and aspirations and how they might be affected by new and evolving ideas 3.2 Develop new work projects and opportunities based on reflection, research and experimentation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.3	Interprets a broad range of complex and abstract information in a variety of forms and applies the knowledge gained to current and future work
Oral Communication	1.5, 2.4	Communicates effectively with a range of professional practitioners, choosing language to share and explore potentially abstract creative concepts and ideas
Navigate the world of work	1.3, 1.4, 3.1, 3.2	- Works with a high degree of autonomy, taking responsibility and ownership for all aspects of work - Keeps abreast of trends and issues in a dynamic world and readily adapts to changing needs and priorities
Interact with others	1.5, 2.4	Invests time and energy in building collaborative relationships with others as an integral part of developing professional opportunities

Get the work done	1.1, 2.1-2.3, 2.5, 3.2	• Uses systematic, analytical processes in a variety of situations to gather relevant information and identify, evaluate and refine options against agreed criteria • Uses experiences to reflect on the way in which variables impact on decision outcomes and to contribute to refinement of decision-making processes • Recognises the critical importance of the ongoing exploration of new ideas to the viability and effectiveness of own role • Recognises a range of problems and responds intuitively to difficulties by drawing creatively on current knowledge and past experience to devise solutions
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPPR605 Evolve ideas for professional creative work	CUVPRP605A Evolve ideas for professional creative work	Updated to meet Standards for Training Packages and clarify intent. Minor edits to elements and performance criteria.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPPR605 Evolve ideas for professional creative work

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Performance Evidence

Evidence of the ability to:

- develop ideas in professional work through a demonstrated process of evaluation, research and practice
- produce experimental and finished work that demonstrates the evolution of ideas through research, collaboration, experimentation and practice
- resolve conceptual and technical issues as work progresses
- evaluate own work in terms of its coherence and place in a professional practice, and discuss with others at a professional level.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list and describe external and personal influences on creative works
- explain what contextual research is and how it informs the creative process
- explain the role of critical thinking in the creative process.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- appropriate resources for the production of work, including work space, tools, equipment and materials
- studio and workshop facilities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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