



Australian Government

Department of Education, Employment and Workplace Relations

CUVCOR02B Develop and articulate concept for own work

Release: 1

CUVCOR02B Develop and articulate concept for own work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and articulate the concept for own work. The concept encompasses ideas, form and context for the work. This unit describes the articulation of the creative process and includes the need to review information to inform concept development and have some communication with others about the development process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This unit both encompasses and goes beyond unit CUVCOR01B Source concept for own work.

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 Develop concept. | 1.1 Identify and collect relevant information from a range of sources.
1.2 Organise collected information in a way which assists in concept development.
1.3 Review collected information and select possible concepts for work.
1.4 Select final concept based on collected information and ideas and intentions for own work. |
| 2 Articulate concept. | 2.1 Choose a way of presenting the concept, based on nature of work and context for communication .
2.2 Provide clear information to others about the concept, including information and ideas used.
2.3 Seek feedback on concept and review feedback for inclusion. |

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 a range of information for the development of the concept for own work.

Required knowledge:

- general knowledge of a range of sources of information to assist in the development of the concept for own work
- general knowledge of suitable communication methods to present the concept for own work
- overview knowledge of the elements and principles of design to assist in the development of the concept for own work

Required Skills and knowledge

- general knowledge about other artists and concept development for their own work
- introductory knowledge about theoretical and historical contexts to assist in concept development for own work
- awareness of copyright, moral rights and intellectual property issues to assist in the development of the 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 the concept through the process of collecting, organising and reviewing information to select final option for the concept
- effective communication with others about the development of the concept.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development and presentation of a concept for a piece of work
- interaction and involvement 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 a presentation by the candidate
- written and/or verbal reports
- questioning and discussion about the candidate's intention and work outcome
- visual presentation, including diagrams, charts,

EVIDENCE GUIDE

- slides, digital
- review of 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 for the development of the concept for own work. It also requires access to appropriate resources suitable to present the concept for own work.

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 built environment
- family stories
- music and/or film/video
- myths and legends (including religious)
- oral history
- photographs and other artworks.

Organising information may include:

- file (may be digital)
- scrap book of images
- written and/or visual diary.

The ***concept*** may include:

- a relationship to a theoretical and historical context
- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural or social issues; spiritual concerns.

Reviewing collected information may involve:

- aesthetic appeal
- cultural conventions and/or significance
- personal interest
- thinking beyond established boundaries.

A ***communication*** method may include:

- oral (which may include song)
- visual and oral
- written

RANGE STATEMENT

- written and visual.

The *context for*

communication may relate to:

- cultural issues surrounding presentation
- how the concept is being presented
- physical limitations
- the people to whom the concept is being presented
- why the concept is being presented.

Reviewing feedback may involve:

- discussion with others
- making notes.

Unit Sector(s)

Not Applicable