



Australian Government

Department of Education, Employment and Workplace Relations

CUVCOR03B Develop, refine and communicate concept for own work

Release: 1

CUVCOR03B Develop, refine and communicate concept for own work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop, refine and communicate the concept for own work. The concept encompasses ideas, form and context for the work. The unit encompasses the development and evaluation of ideas, plus the communication of the development process to others. 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 CUVCOR02B Develop and articulate 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 relevant source material for **concept** development according to nature and direction of work.
- 1.2 Source and extract key **information** to inform concept development.
- 1.3 Where appropriate, **organise** collected information in a manner which assists in the development of the concept.
- 1.4 **Evaluate** information and ideas to develop possible approaches to work.
- 1.5 Select final option for the concept based on evaluation and refinement of approaches and the desired outcome for the work.

2 Communicate concept.

- 2.1 Identify which **aspects of the concept and concept development** should be communicated, based on nature and purpose of work.
- 2.2 Identify those to whom concept for work should be communicated, based on nature and purpose of work.
- 2.3 Assess a range of **communication methods** and select most appropriate based on nature and purpose of work.
- 2.4 Communicate the concept and its development in a manner which facilitates understanding by others.
- 2.5 Seek **feedback on concept** and provide clarification when required.

3 Refine concept.

- 3.1 Undertake own review of concept and challenge ideas and approaches taken.
- 3.2 Seek input and comments from others about the concept.
- 3.3 Re-evaluate options for the concept based on own review and feedback, and refine accordingly.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient enough to source a range of material and to organise and evaluate the information to assist in the development of the concept for own work
- numeracy skills sufficient to interpret technical data to assist in the development of concept for own work.

Required knowledge:

- a range of information sources to assist in the development of the concept for own work
- suitable communication methods to communicate the concept for own work
- the elements and principles of design to assist in the development of the concept for own work
- knowledge about other artists and concept development of their own work
- knowledge about theoretical and historical contexts to assist in the development of the concept for own work
- awareness of copyright, moral rights and intellectual property pertaining to sourced, organised and evaluated information for 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 and refinement of a concept through processes which involve analysis of information and communication with others

EVIDENCE GUIDE

- effective communication skills to hold informed discussion about concept development.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development, communication and refinement of a concept for a piece of work
- interaction with and involvement of others to reflect the communication aspects of the 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 made by the candidate
- questioning and discussion and candidate's intentions and work outcomes
- written and/or verbal reports
- visual presentation which may include diagrams, charts, slides, digital, video
- review of portfolios of evidence
- 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 collect, organise and evaluate 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 built environment
- family stories
- Internet
- music and/or film/video
- myths and legends (including religious)
- new and emerging technology
- oral history
- performances/presentations
- photographs and other artworks.

The ***concept*** may include:

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

Organising information may include:

- annotated sketches
- charts, diagrams
- file, including digital
- scrap book of images
- written and/or visual diary.

Evaluation of information may include:

- aesthetic appeal
- consideration of innovation
- cultural conventions and/or significance

RANGE STATEMENT

- personal interest
- potential of new technology
- thinking beyond the established boundaries.

Aspects of the concept and concept development to be communicated may include:

- constraints/parameters
- consultations with community, Elders, other arts practitioners
- problem solving strategies
- research of history and theory pertaining to specific arts practice
- research of work by other arts practitioners
- the brief
- visual examples of work by other arts practitioners, e.g. a video, slides, photographs, photocopies
- work progress, e.g. visuals, annotated sketches.

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, e.g. in response to a brief.

A ***communication method*** may be:

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

Feedback on concept may be:

- discussion
- notes in diary
- oral
- visual annotations and written
- written, including digital.

Unit Sector(s)

Not Applicable