



Australian Government

Department of Education, Employment and Workplace Relations

CUVICS04A Originate and develop a concept

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This standard has been developed for people whose job specifically involves designing products or services, concepts or outcomes in any sector of the cultural industries. It might be used by someone designing a new event concept, a concept for public art, a new graphic design package for a hotel/resort, a concept for multi-media installation, a concept for sound sampling, a marketing campaign, a concept for new gallery space and so on.

The standard relates to specialist positions in enterprises such as the community development office of local government organisations, design studios, event management/promotion firms, artist-run co-operatives, theatres and galleries and museums.

The standard describes the skills and knowledge required for working with and developing a concept to that stage where it becomes the basis of a creative and effective product, service or process. It covers both the response to a brief or the development of a self-initiated proposal. It does not describe the skills needed for presentation of the proposal, which are covered by other units. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element	Performance Criteria
1 Interpret the brief or clarify need or opportunity	1.1 The brief, need or opportunity for innovation is explored. The context for the new product or service is investigated and clarified and the audience/user is determined.
	1.2 The purpose, desired outcome or end product, broad content, style, cost, intended audience and other relevant factors of the brief, need or opportunity are clarified.
	1.3 The purpose, goals, constraints and requirements of the final product/service/process are specified.
2 Develop a range of creative approaches	2.1 A range of different, innovative and creative approaches and concepts is generated.
	2.2 Different approaches/concepts are reviewed for feasibility, innovation, creativity, and acceptability to client or audience.
	2.3 Possible constraints are identified and the approaches/concepts are checked against these to determine feasibility.
	2.4 The social, ethical and environmental impacts of the approaches/concepts are taken into consideration.
	2.5 The effects and advantages of various combinations of activities, systems, processes,

- staff, materials for achieving a creative, innovative and appropriate outcome are investigated.
- 2.6 The concept(s) or approach(es) that achieve the required outcome in an innovative and feasible way are selected and draft proposals representing those approaches are documented in an appropriate format.
- 3 Seek opinions of colleagues and a range of creative and technical experts/specialists
- 3.1 Proposals are discussed with colleagues and specialists.
- 3.2 Creative and technical aspects of the proposals are clarified and expert advice sought where required.
- 3.3 Proposals are compared with best practice examples of similar products, services or processes.
- 4 Adjust and refine proposal on the basis of advice received and evaluation
- 4.1 Determine advantages and disadvantages of each approach/strategy based on criteria such as creativity, appropriateness to the user/audience, cost-effectiveness, level of risk, potential benefits and technical feasibility.
- 4.2 Proposals are evaluated and the approach which will result in achieving the desired outcome is selected.
- 5 Develop the concept to an operational level
- 5.1 A detailed specification for the product in terms of creativity, the audience/user, budget, and technical requirements is developed.
- 5.2 The detailed specification is presented to the relevant parties for approval, funding or endorsement.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence that creative and effective concepts can be generated and evaluated. An original idea must be able to be translated into a concrete proposal. The proposal needs to be documented and reviewed using appropriate methods.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer skills to other contexts and to deal with unplanned events. The knowledge requirements for this standard are:

knowledge of past history of work in related areas

knowledge of the social and environmental effects of possible approaches

specialist knowledge relating to issues within the specific work contexts within cultural industries

technical principles and knowledge appropriate to the area covered by the concept

communication principles

the variety of methods and materials available

What specific underpinning skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills are:

the ability to use creative techniques to generate a range of innovative ideas

the ability to communicate with a wide range of people

research skills

relevant technical knowledge

appropriate ways of documenting creative proposals

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work contexts.

Some of these are covered by the **7key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where **0** = not required, **1** = perform the process, **2** = perform and administer the process and **3** = perform, administer and design the process.

How can **communication of ideas and information (3)** be applied?

Communication is an essential part of the whole standard and will be used in a number of ways, including with the client, colleagues and experts.

How can **information be collected, analysed and organised (3)**?

Information to support the concept will be collected, analysed and organised to form the basis of the proposal.

How are **activities planned and organised (3)**?

The design of the product will be done in a logical way with opportunities for discussions with colleagues and specialists both artistic and technical and time for review of the final concept proposal.

How can **team work (1)** be applied?

The development of the proposal will require cooperation with the team to develop the proposal to the stage where it can be presented to an internal or external sponsor, to a marketing or other department, to a client, a funding body and so on.

How can the use of **mathematical ideas and techniques (3)** be applied?

Some use of mathematical techniques may be required in developing budgets/estimated costs of the proposal.

How can **problem solving skills (3)** be applied?

Problem solving skills may be required in developing a proposal that is creative, innovative and yet feasible and in overcoming technical problems.

How can the **use of technology (3)** be applied?

The medium selected for the final product will determine the type and use of technology.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function within the cultural industries work context. The other standards would probably most appropriately be at AQF level 4 and above and may include:

CUVADM11A - Work within an arts organisation context

CUVDES04A - Integrate colour theory and design processes in response to a brief

CUVCON06A - Develop concepts for arts organisations or projects

Please note: The above is a generic list which may apply across the cultural industries.

Some of the units may not be included in this particular Training Package.

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Range Statement

The range of variables explains how this competency standard can be used in the development of a concept to the stage where it can be the basis of a creative, practical, effective and appealing product or service which satisfies the purpose for which it was designed. The variables chosen in training and assessment will depend on the work contexts within the cultural industries.

What **types of products or services** would be designed?

Products might include fabric designs, furniture design, commissioned art work, marketing campaigns, new gallery concepts, brief for photoimaging assignment and so on.

What would the **purpose of the product or service** be?

Purposes of the product may include provision of services to clients within the cultural industries

What **formats would be used** to document the proposal?

Formats for documentation may include proposals to be submitted to a funding body or sponsor, briefs for a consultant, descriptions of a creative proposal for in-house consideration.

Who **should be consulted** in the development of the proposal?

Appropriate personnel to consult may include any staff who may be involved in the design or the implementation of the process, as well as technical specialists, creative and administrative staff. Sources external to the organisation should also be consulted.

What **factors** should be taken into account when determining the outcome of the concept?

Factors to be considered may include cost effectiveness, technical feasibility, audience/user characteristics, level of skill and understanding required for implementation, resource requirements, need for additional staff training, access to technology.

What are **the resources** required to produce the product or develop the service?

Resources and equipment may include all the specialist staff required for successful development of the proposed product or service, computers (hardware and software), and others depending on the outcome required.

What are the **constraints to the project**?

Constraints to the project may include cost, finance, time, availability of skilled experts and personnel, equipment and technical difficulty.

What aspects of the work would be covered by the **project specifications**?

Project specifications may include purpose, audience, time, budget, resources (human, plant and equipment), ownership of final product and operational plan.

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Unit Sector(s)

Not applicable.