



Australian Government

Department of Education, Employment and Workplace Relations

CUVPRP302A Document the work progress

Release: 1

CUVPRP302A Document the work progress

Modification History

Version	Comments
CUVPRP302A	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 document the conception, development and progress of creative work.

Application of the Unit

People working in all areas of creative practice apply the skills and knowledge described in this unit. The work being documented could be created in any medium. Documentation could be for personal use as a professional development tool or as a way of informing future work, for background information in exhibitions, for research purposes, or to comply with the requirements of a funding body.

At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

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

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1. Prepare to document work	1.1 Clarify the intended audience for the documentation in consultation with appropriate people 1.2 Identify and evaluate information for inclusion in work documentation 1.3 Consider and select appropriate structure and format for documenting work progress 1.4 Organise information in a manner that supports the documentation process
2. Record the development of work	2.1 Accurately document information relevant to the development of the work according to selected format and structure 2.2 Incorporate new information into documentation as required 2.3 Present documentation in a professional manner to meet the needs of the intended audience 2.4 Seek and use feedback from others to improve future work documentation processes

Required Skills and Knowledge

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

Required skills

- communication skills to select a style or medium appropriate to target audiences and the nature of the work
- initiative and enterprise skills to identify where any new issue that arises during development should be accommodated in the documentation process
- literacy skills to access and prepare information pertinent to documenting the progress of a creative work
- planning and organising skills to progressively document work during development
- self-management skills to keep up-to-date with work documentation

Required knowledge

- ways of recording ideas, processes and the development of work in the relevant area of creative work
- media for the presentation of work documentation
- work and ideas of artists, designers and technicians in the artistic field being documented
- intellectual property issues specifically related to sourcing information required to document work progress

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	Evidence of the ability to: • document the development of own work in a way that meets the requirements of the intended audience • select a documentation format appropriate to the style of work.
Context of and specific resources for assessment	Assessment must ensure access to: • works requiring documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of documentation prepared by the candidate • questioning and discussion of the candidate's intentions and the work documentation outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. • specialisation units in any creative area.

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.

Audience may include:	• client or commissioning body • employer • funding body • general public • industry association • industry practitioners • researchers • sponsors • teachers.
Documentation may include:	• a brief • annotated images • artworks • audio tape or file • CD • charts, e.g. workflow • collages • diagrams • diary of images and texts • drawings • maquettes • models • photographs (analog and/or digital) • references to texts • samples • scrapbook • sketches • sound and music • specifications • test pieces • test strips • video.
Appropriate people may include:	• client or commissioning body • content experts • copyright representatives • current industry practitioners

	• industry association representatives • information professionals, such as librarians and museum staff • managers • mentors • supervisors • teachers.
Information may relate to:	• creative concepts and techniques • equipment • evaluation processes • ideas discovered through research • materials • parameters and constraints • processes • texts • tools • work of other artists, craftspeople or designers.
Development of the work includes:	• conceptualisation • experimentation • process or steps • resolution of ideas or problem solving • techniques and materials.

Unit Sector(s)

Industry capability – professional practice