Australian Government

Department of Education, Employment and Workplace Relations

CUVGRD503A Produce typographic design solutions

Release: 1

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Modification History

Version	Comments
CUVGRD503A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce professional typography for a wide range of communication needs. The graphic designer combines confidence and skill in working with the elements and principles of design with a well-developed understanding of type.

Application of the Unit

Graphic designers work in many different industry contexts. They may be employed in graphic design studios, commercial printing companies, advertising agencies, book and magazine publishers, television stations or in the marketing division of any business. Graphic designers also frequently offer their services on a freelance basis.
At this level, graphic designers create typographic design solutions for a wide range of applications, both print and digital. This might include advertisements, headlines, logotypes, signing systems, posters, charts or mass text applications.
Work at this level is independent with some mentoring and guidance as required.

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	Performance Criteria
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

1. Research type as visual communication	1.1 Research the ***history, theory and practice*** of typography and its application to design practice 1.2 Evaluate the ways that ***fashions in typography*** have affected commercial design practice 1.3 Evaluate current typography trends and their implications for professional practice
2. Analyse design needs	2.1 Confirm ***communication objectives*** based on the ***design brief*** and consultation with relevant people as required 2.2 Evaluate design brief ***specifications*** 2.3 Source and evaluate ***other information pertinent to design*** brief
3. Develop ideas for typographic solutions	3.1 Assess ***typographic options*** in the context of the brief 3.2 Identify and access ***sources of information and ideas about type*** to inform work 3.3 Experiment with different type fonts, faces and styles to determine suitability 3.4 Explore the creation of type through hand drawing and a range of media based on the needs of the brief 3.5 Consider the impact of the ***delivery platform*** and any ***production issues*** on type selection 3.6 Evaluate and select typographic approaches for their potential to meet the communication need 3.7 Produce and present ***visual representations*** of design ideas and confirm as required
4. Manipulate and integrate type	4.1 Apply a detailed knowledge of ***type fundamentals*** to explore options for type design 4.2 Use advanced technical features of ***software*** with skill and confidence to manipulate and arrange type 4.3 Explore different ways of integrating type within the design 4.4 Identify and resolve technical problems based on developing expertise
5. Integrate type within the overall design	5.1 Realise the design solution by working with the fundamental ***elements and principles*** of design 5.2 Integrate ***other visual design components*** into layouts 5.3 Explore ways of integrating all elements of the design

	5.4 Realise a final design where the approach to type supports key communication objectives 5.5 Establish and follow protocols for saving, exporting and storing work
6. Evaluate typographic design solutions	6.1 Evaluate typography from both a functional and aesthetic perspective in the context of the overall design 6.2 Evaluate the chosen solution and its potential to inform future work

Required Skills and Knowledge

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

Required skills

- communication skills to liaise and collaborate with others about work requirements
- critical thinking and analytical skills to:
  - interpret and respond to a typographic design brief
  - evaluate information from a wide range of sources to develop ideas for typography
- initiative and enterprise skills to consider new and different ways of achieving required design outcomes
- literacy skills to interpret technical information associated with using software programs at an advanced level
- planning and organising skills to develop and monitor a logical workflow for the technical design process
- problem-solving skills to identify and resolve technical and conceptual issues with typography
- numeracy skills to use numerical aspects of software programs
- self-management and planning skills to plan and coordinate own work
- technology skills to:
  - use the advanced features of a range of industry-current software programs
  - manage files and file formats.

Required knowledge

- features and formats of graphic design briefs, particularly in relation to typography
- sources of information on typography and the range of typography options available to the graphic designer
- fundamentals of typography construction and use
- elements and principles of design and their application to typography
- interrelationships between text and visuals and the role of typography in the overall design solution
- current range of software programs available to graphic designers and their advanced features
- opportunities and constraints of different technologies
- manual typography techniques
- different delivery platforms for graphic design work and the technical constraints and considerations these impose
- intellectual property issues and legislation to be considered in the context of graphic design work
- sustainability considerations for graphic design practice
- OHS requirements as they apply to the use of computer and keyboard for periods of time.

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: • select, develop and manipulate type with a high level of technical proficiency using industry-current software programs • effectively integrate the elements and principles of design into typography work • develop typography that supports the overall visual communication objective • create multiple pieces of professional standard typography in response to a brief.
Context of and specific resources for assessment	Assessment must ensure access to: • industry-current technologies used in graphic design.
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: • group peer review of typography produced by the candidate • evaluation of audience response to typography produced by the candidate • evaluation of processes used by the candidate to develop the work • evaluation of technical aspects of the designs • direct observation of work in progress, including use of software tools • evaluation of a candidate's visual diary or other forms of documentation showing the development of the designs • questioning and discussion about candidate's intentions and the work 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, for example: • CUVGRD502A Produce graphic designs for 2-D and 3-D applications.

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.

History, theory and practice may relate to:	• historical examples, such as:
	  • Egyptian hieroglyphics
	  • Trajan column
	  • Gutenberg bible
	  • Bauhaus typography
	• origins of type
	• relationship with printing technologies
	• work of particular typographers.

Fashions in typography may relate to:	• availability • generational engagement with type • impact of technology.
Communication objectives may be to:	• challenge • compare • contrast • entertain • inform • inspire • motivate • persuade.
Design briefs may be:	• diagrammatic • verbal • visual • written.
Specifications may relate to:	• cost • delivery platform • environmental sustainability • material characteristics • quantity • technical requirements • technology • timeframe.
Other information pertinent to design brief	• client's organisational background • conflicting demands

may relate to:	• considerations, such as:
	  • contractual
	  • copyright
	  • ethical
	  • legal
	• health and safety considerations
	• historical information
	• product characteristics and statistics
	• style considerations
	• subject matter.

Typographic options may be:	• computer-based
	• collage
	• traditional/manual
	• type:
	  • faces
	  • fonts
	  • styles.

Sources of information and ideas about type may include:	• art and design texts • built environment • internet • natural environment • other design work.

Delivery platform may be:	• digital:
	  • CD
	  • internet
	  • personal digital assistant (PDA)
	  • phone
	• print.

Production issues may relate to:	• cost • quality required • number to be produced • readability of fonts at different scales • use of existing client fonts as described in brief • use of existing client colour palette as described in brief.
Visual representations may be:	• computer-aided drawing • mock-ups • models • presentations • sketching • technical drawings.

Type fundamentals may relate to:	• anatomy of type
	• classifications
	• grids
	• parts of the letterform
	• type family
	• typographic syntax:
	  • letter
	  • line
	  • visual hierarchy
	  • word.

Software may include applications for:	• page layout (e.g. InDesign or Quark) • raster image manipulation (e.g. Photoshop) • vector image production (e.g. Illustrator or FreeHand) • web interactivity and animation (e.g. Macromedia Suite).
Elements and principles relate to:	• alignment • balance • coherence • colour • composition • contrast • direction • dominance • emphasis • form • line • movement • pattern • positive and negative space • proportion • proximity • repetition • rhythm • shape • simplicity or complexity • subordination • texture • unity.
Other visual design components may include:	• bitmap images • charts • graphics • vector graphics.

Unit Sector(s)

Visual communication – graphic design

Custom Content Section

Not applicable.