



Australian Government

Department of Education, Employment and Workplace Relations

CUVGRD602A Originate graphic designs for complex briefs

Release: 1

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Modification History

Version	Comments
CUVGRD602A	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 independently conceive, plan and realise professional graphic design work to meet the demands of complex communication challenges and graphic design briefs.

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.

Graphic designers at this level have highly developed technical skills as well as a capacity for independent thought and self-direction that allows them to plan, analyse and create visual solutions to complex communication challenges in a process that is usually not linear. Complex communication challenges and complex briefs are those that may include some or all of the following:

- multiple delivery platforms
- large amounts of information
- potentially hostile audiences
- cross-cultural communication
- involvement of a multidisciplinary team
- involvement in the process of creating and negotiating the brief.

In practice, this unit supports and is supported by other units describing the design process. For example, BSBDES502A Establish, negotiate and refine a design brief and BSBDES601A Manage design realisation.

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
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Negotiate graphic design briefs	<p>1.1 Evaluate the <i>overall objectives and parameters</i> of <i>complex graphic design projects</i></p> <p>1.2 Develop and share ideas about projects with <i>relevant people</i> as part of a collaborative design process</p> <p>1.3 Re-evaluate and refine options based on own analysis and input from others</p> <p>1.4 Establish and agree on final nature and scope of design briefs</p>
2. Develop and refine graphic design concepts	<p>2.1 Develop design concepts based on a sound understanding of the communication need and the range of options available to the professional designer</p> <p>2.2 Identify the potential for <i>individualised or specialised research</i> to meet different design briefs</p> <p>2.3 Adapt and use relevant ideas and approaches from research with consideration of intellectual property requirements</p> <p>2.4 Evolve <i>personal ideas</i> through reflection on own practice to date</p> <p>2.5 Inform designs through consideration of the potential of <i>new and emerging technologies</i></p> <p>2.6 Develop concepts that take account of both creative and technical requirements</p> <p>2.7 Integrate individual research, personal ideas and professional realities to hone and confirm concepts</p> <p>2.8 Create <i>concept presentations</i> that suit the nature of the work</p>
3. Plan and monitor graphic design projects	<p>3.1 Develop <i>sustainable project management plans</i> for graphic design work</p> <p>3.2 Engage <i>specialist expertise</i> where appropriate</p> <p>3.3 Administer and monitor work against the project plan</p> <p>3.4 Communicate and collaborate with relevant people at key stages</p> <p>3.5 Develop and finalise <i>project documentation</i> at appropriate times during the project</p> <p>3.6 Bring together the disparate challenges of the project to complete work on time</p>
4. Realise graphic	4.1 Integrate command of <i>design techniques and tools</i> to

design solutions	realise graphic designs 4.2 Work with the <i>fundamental elements and principles of design</i> with confidence and skill 4.3 Apply <i>critical and creative thinking ability</i> to challenge, adapt and refine graphic design solutions 4.4 Engage in an ongoing process of <i>creative collaboration and refinement</i> during the design process
5. Evaluate design outcomes	5.1 Evaluate completed designs in terms of <i>success</i> in meeting objectives 5.2 Assess the work against other creative, technical and business considerations 5.3 Analyse and evaluate feedback from client and others 5.4 Develop strategies for possible adjustments to future work and potential for further development of own skills

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - articulate and share ideas about the technical and creative aspects of professional graphic design work
 - collaborate with others as part of the design process
- critical thinking and analytical skills to:
 - evaluate ideas, information and key messages to develop creative responses to graphic design challenges
 - evaluate own work in terms of its coherence and success in meeting key objectives
- initiative and enterprise skills to recognise and act on opportunities for refinement and enhancement
- literacy skills to interpret information dealing with complex or abstract ideas
- numeracy skills to develop realistic costings for graphic design work
- problem-solving skills to:
 - proactively identify and develop effective solutions to complex challenges of a varied and unpredictable nature
 - resolve conceptual and technical issues that arise within professional graphic design work
- self-management and planning skills to plan and coordinate the design project from initial concept to realisation
- technical skills to apply and adapt specialised graphic design skills in working typography, layout and visuals
- technology skills to show command of current software programs used by graphic designers.

Required knowledge

- different types of graphic design projects across a broad spectrum of industry practice
- roles and responsibilities of key people involved in the graphic design process and the typical communication protocols between those people
- types of research that might be relevant to different types of project or design challenges
- ways in which designers use research and existing personal ideas to develop design solutions
- features of current and emerging technologies used in graphic design practice and the options they present for effective graphic design solutions
- impact of professional realities and constraints on the graphic design process
- project management systems, procedures and protocols
- types of documentation that support graphic design projects
- presentation options for communicating design concepts
- types of specialist expertise available to the graphic designer
- critical and creative thinking techniques that can be used as part of the design process
- methods of communication used in graphic design, including simple, direct, complex, indirect, metaphoric, subliminal, sensual, emotional and humorous

- intellectual property issues and legislation that impact on professional graphic design practice
- sustainability considerations for graphic design practice
- OHS requirements for graphic design work.

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • independently conceive, plan and realise graphic design solutions that meet the requirements of a range of complex briefs • apply creative and technical skills to the graphic design process • manage all aspects of the design process effectively, including project planning, monitoring and communication • collaborate effectively on technical and creative issues.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • collaboration with others as part of the design process • current graphic design technologies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • professional evaluation by industry professionals of graphic design solutions developed by the candidate • evaluation of presentations made by the candidate about work developed • evaluation of processes used by the candidate to conceive, plan and realise the work • evaluation of the effectiveness of project management evidenced through completion of work on time and on budget • 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. <p>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</p>

	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.

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.

<p><i>Overall objectives and parameters</i> may relate to:</p>	<ul style="list-style-type: none"> • audience characteristics • broader marketing strategies • business performance measures • cost • conflicting demands • creative criteria • community participation or response • competition criteria • ethical considerations • legal or contractual considerations • technical requirements, including delivery platform • technologies • timeframe • triple bottom line (people, planet, profit).
<p><i>Complex graphic design projects</i> may involve:</p>	<ul style="list-style-type: none"> • complex messages • cultural complexities • multiple delivery platforms • multidisciplinary teams • negotiation or creation of the brief • potentially hostile audiences.
<p><i>Relevant people</i> may include:</p>	<ul style="list-style-type: none"> • art directors • clients • creative directors • employers • editors • end users • mentors • other artists and designers • peers • potential customers • supervisors • technical experts • teachers.
<p><i>Individualised or</i></p>	<ul style="list-style-type: none"> • in-depth focus on a particular:

<p><i>specialised research</i> may relate to:</p>	<ul style="list-style-type: none"> • idea • material • media • process • technique • research of particular relevance to the design challenge: <ul style="list-style-type: none"> • economic • industrial • political • social.
<p><i>Personal ideas</i> may relate to use of:</p>	<ul style="list-style-type: none"> • colour • humour • imagery • interactivity • social referencing • technology.
<p><i>New and emerging technologies</i> may include:</p>	<ul style="list-style-type: none"> • new options on the market • technologies not used before.
<p><i>Concept presentations</i> may include:</p>	<ul style="list-style-type: none"> • computer-aided drawing • mock-ups • models • presentations • sketching • technical drawing.
<p><i>Sustainable project management plans</i> are those that include:</p>	<ul style="list-style-type: none"> • professional project management plans that include: <ul style="list-style-type: none"> • contingency planning • internal and external resources • objectives and scope • risk management • timelines • monitoring and adjustment of the plan to complete work on time and within budget.
<p><i>Specialist expertise</i> may include:</p>	<ul style="list-style-type: none"> • artists • illustrators • interactive media experts • marketing experts • researchers • writers.
<p><i>Project documentation</i></p>	<ul style="list-style-type: none"> • creative rationale

<p>may include:</p>	<ul style="list-style-type: none"> • instructions for printers • production specifications • technical data • update reports to client.
<p><i>Design technique and tools</i> may include:</p>	<ul style="list-style-type: none"> • creating storyboards • illustration • traditional or digital drawing • typography • using software for: <ul style="list-style-type: none"> • raster image manipulation (e.g. Photoshop) • vector image production (e.g. Illustrator or FreeHand) • web interactivity and animation (e.g. Macromedia Suite) • page layout (e.g. InDesign or Quark).
<p><i>Fundamental elements and principles of design</i> relate to:</p>	<ul style="list-style-type: none"> • 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.
<p><i>Critical and creative thinking ability</i> may involve:</p>	<ul style="list-style-type: none"> • analysis of complex and abstract ideas and theories • working effectively with concepts, such as: <ul style="list-style-type: none"> • adapting • analysing and evaluating actions and policies

	<ul style="list-style-type: none"> • challenging • clarifying issues, values and standards • comparing similar situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • debating and discussing • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • judging • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • nuance, subtlety and distinction • questioning • reading and listening critically • reflecting.
<i>Creative collaboration and refinement</i> may involve:	<ul style="list-style-type: none"> • client consultation • informal conversations with peers • technical discussions • workshopping of ideas.
<i>Success</i> may be measured by:	<ul style="list-style-type: none"> • audience response • client feedback • cost effectiveness • customer comments • sales achieved.

Unit Sector(s)

Visual communication – graphic design

Custom Content Section

Not applicable.