



Australian Government

Department of Education, Employment and Workplace Relations

BSBDES202A Evaluate the nature of design in a specific industry context

Revision Number: 1

BSBDES202A Evaluate the nature of design in a specific industry context

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate the nature and role of design in a particular industry context. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	Design occurs in all industries and increasingly, quality design is considered a key factor in building organisational and industry capacity and competitiveness. This unit applies to individuals working in any context, who need to develop a basic appreciation and knowledge of the way that design works in a particular industry, and of its potential impacts on industry and individual work practice.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source information on design in a given industry context	1.1. Investigate the <i>nature, history, role and importance of design</i> in the industry 1.2. Evaluate the roles played by designers and <i>other contributors</i> in the design process 1.3. Source information on the <i>impacts of technology</i> on design in the industry
2. Examine links between design and own work	2.1. Investigate <i>impacts of design on own work</i> 2.2. Consider <i>role of individual workers</i> across the industry in affecting future design directions
3. Keep up to date with industry design trends	3.1. Identify and access <i>opportunities to maintain currency of knowledge</i> about industry design trends 3.2. Evaluate how design trends affect the overall industry and the way it operates 3.3. Share information and pro-actively discuss emerging trends with work colleagues 3.4. Identify trends that will impact on own work and seek opportunities to develop appropriate skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to discuss design in a particular industry context with others
- research and literacy skills to source and interpret a wide range of information sources on design in a particular industry context
- self-management and learning skills to take responsibility for identifying and accessing professional development opportunities.

Required knowledge

- consumer/end-user expectations
- current and emerging technologies and their effects on design in the industry
- current and past designers of influence in the industry
- current trends in use of design in a given industry context
- different definitions of design, and the differences and similarities between design and product development
- major design trends in the industry
- role of design in a given industry context.

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • sourcing and interpreting a range of information sources on design and applying concepts to own work situation • knowledge of design in a specific industry context, and its impact on individual work practice.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to sources of information on design in a specific industry context.
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"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of the nature, history, role and importance of design in a specific industry context.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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.

<p><i>Nature, history, role and importance of design</i> may relate to:</p>	<ul style="list-style-type: none"> • changing nature of consumer expectations • design and the role it plays in overall industry development, both locally and overseas • design as competitive edge for individual organisations • historical development of design in the industry • important design influences in the industry • links between design and legislation (e.g. specific requirements such as emission controls for vehicles, safety features of buildings, solar protection for clothing)
<p><i>Other contributors</i> may be those involved in:</p>	<ul style="list-style-type: none"> • marketing • operations • product development • production
<p><i>Impacts of technology</i> may include:</p>	<ul style="list-style-type: none"> • changes in work structures • changing staff demographics • different relationships with other industries (e.g. information technology) • different staff requirements • location changes to accommodate different technologies
<p><i>Impacts of design on own work</i> may include potential changes to:</p>	<ul style="list-style-type: none"> • cost structures and resulting work practices • equipment • materials • own roles and responsibilities • procedures • skill requirements
<p><i>Role of individual workers</i> may relate to:</p>	<ul style="list-style-type: none"> • adapting processes for greater efficiency • developing design ideas based on operational knowledge and experience • pro-actively making suggestions about new

RANGE STATEMENT	
	ways of doing things <ul style="list-style-type: none"> • providing feedback on design concepts
<i>Opportunities to maintain currency of knowledge</i> may include:	<ul style="list-style-type: none"> • attendance at seminars or other professional development opportunities • conferences • exhibitions and trade shows • formal training • industry associations or organisations • industry social functions • master classes • media (including internet) • reference manuals • unions or employer bodies

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		