



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBDES305A Source and apply information on the history and theory of design**

**Revision Number: 1**

## BSBDES305A Source and apply information on the history and theory of design

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to source information on design history and theory, and to apply that information to one's own area of work. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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### Application of the Unit

<b>Application of the unit</b>	This unit applies to individuals who work in design and need to develop and maintain a general knowledge of design history and theory. More complex research into design theory and design trends is covered by BSBDES602A Research global design trends and BSBDES701A Research and apply design theory.
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	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. Collect information on history and theory of design	1.1. Identify and access relevant <i><b>sources of information</b></i> on design history and theory 1.2. <i><b>Organise research material</b></i> and findings for current or future use in design practice, in a manner which facilitates easy access and cross-referencing
2. Apply information to own area of work	2.1. <i><b>Evaluate information</b></i> in the context of current design practice 2.2. Assess ways in which aspects of information on design history and theory could be used or adapted to inform current practice 2.3. Use relevant information in a culturally appropriate way to develop an understanding of own area of work
3. Update and maintain knowledge of design trends	3.1. Identify and use opportunities to update and expand knowledge of design trends and developments 3.2. Incorporate and integrate knowledge into design activities

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

The following skills must be assessed as part of this unit:

- research and comprehension skills to source, understand and apply information on design history and theory
- research skills to source readily available information on design history and theory.

#### Required knowledge

- copyright, moral rights, intellectual property issues and legislation as it relates to using information in own work
- current trends in design
- evolution of design
- organisational information practices and their application
- sources of information on design history and theory relevant to own design work.

## Evidence Guide

### 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 following is essential:

- knowledge of the history and theory of design and how this may be applied in design practice
- application of research and evaluation skills.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to information sources on design history and theory.

#### 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:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of how history and theory have been integrated into a design project undertaken by the candidate
- evaluation of a presentation made by the candidate about how design history or theory has influenced work
- oral or written questioning to assess knowledge of design history, trends and theory.

#### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## 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.

<b><i>Sources of information</i></b> may include:	<ul style="list-style-type: none"> <li>• cultural, historical, scientific texts</li> <li>• film, video, internet</li> <li>• images, objects</li> <li>• journal articles</li> <li>• oral histories</li> <li>• performances/presentations</li> <li>• philosophical texts</li> <li>• religious and spiritual texts</li> <li>• stories</li> <li>• technical or medium specific information</li> </ul>
<b><i>Information</i></b> may relate to:	<ul style="list-style-type: none"> <li>• aesthetics</li> <li>• criticism</li> <li>• cultural issues</li> <li>• gender and identity issues</li> <li>• histories of art, craft and design</li> <li>• histories of performances/presentations and related skills</li> <li>• land and place</li> <li>• new technologies</li> <li>• politics</li> <li>• spiritual concerns</li> <li>• world histories</li> </ul>
<b><i>Organising research material</i></b> may include:	<ul style="list-style-type: none"> <li>• databases</li> <li>• diagrams, charts</li> <li>• digital storage systems</li> <li>• files, scrapbooks, diaries</li> <li>• mind maps</li> <li>• sketches</li> </ul>
<b><i>Evaluating information</i></b> may include:	<ul style="list-style-type: none"> <li>• comparing</li> <li>• considering merit</li> <li>• contrasting</li> <li>• critiquing</li> </ul>

**RANGE STATEMENT**

	<ul style="list-style-type: none"><li>• discussing and debating</li><li>• reflecting</li></ul>
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**Unit Sector(s)**

<b>Unit sector</b>	
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**Competency field**

<b>Competency field</b>	Design - Design Process
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**Co-requisite units**

<b>Co-requisite units</b>		