



**Australian Government**

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

# **BSBDES402A Interpret and respond to a design brief**

**Revision Number: 1**

## BSBDES402A Interpret and respond to a design brief

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to interpret and creatively respond to a design brief through the production of work.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	--

### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to individuals working in any industry or design context where work is prescribed by a commissioning agent/client in the form of a brief. The unit is holistic in nature and focuses on the integration of the creative, communication and planning processes that support effective response to a design brief.</p> <p>In practice, this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines.</p> <p>Work is carried out independently, although guidance would be available if required. Skills involving the more complex process of negotiating and refining a design brief, or managing the production process are found in BSBDES502A Establish, negotiate and refine a design brief and BSBDES601A Manage design realisation.</p>
--------------------------------	--

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
-----------------------------	--

## 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.
---	--

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret design brief	1.1. Correctly interpret the <i>specifications</i> of the <i>design brief</i> 1.2. Establish and clarify user or client for the proposed product/service to inform design decisions 1.3. Identify and clarify specifications, <i>parameters or constraints</i> of the design brief in consultation with relevant colleagues 1.4. Source and evaluate <i>information pertinent to design brief</i>
2. Explore and develop design concept	2.1. Generate ideas for design concept through research, exploration and experimentation 2.2. Develop initial design concept consistent with design brief parameters 2.3. Evaluate and explore options for refining the concept to best meet design brief parameters 2.4. Refine options and select the approach which best meets design brief requirements
3. Liaise with client	3.1. Agree on communication process and frequency of communication with the client 3.2. Present <i>concepts for work</i> at appropriate stages during design process as required 3.3. Present and explore different options and creative ideas with client when appropriate 3.4. Pro-actively seek and act on client feedback 3.5. Reach <i>agreement on concept</i> for work which complies with design brief
4. Plan production of work	4.1. Assess specific design production risks 4.2. Identify all components required to produce a prototype 4.3. Assess technical requirements for production against specified guidelines 4.4. Identify and consult with <i>support services</i> required for production 4.5. Produce a prototype and evaluate against design brief requirements 4.6. Analyse prototype and determine any further adjustments to production requirements 4.7. Finalise production specifications supported by accurate and complete <i>documentation</i>

ELEMENT	PERFORMANCE CRITERIA
5. Complete production of work	<p>5.1. Collect and/or organise required components for the work</p> <p>5.2. Produce or monitor the production of work ensuring all parameters of design brief are met</p> <p>5.3. Accurately document work progress in a format appropriate to the nature of the design and requirements of design brief</p> <p>5.4. Seek client approval for work where appropriate</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to liaise with clients and colleagues on design concepts, and to effectively present potentially complex ideas
- creative thinking skills to generate and explore a range of possible responses to design brief requirements
- critical thinking and problem-solving skills to work out different ways of meeting different design and production challenges
- Research, literacy and analytical skills to interpret a brief and to source and evaluate information pertinent to the brief
- planning and organisational skills to integrate and coordinate creative, communication and planning issues into the work process
- self-management skills to take pro-active responsibility for all the elements involved in responding to a design brief.

#### Required knowledge

- copyright, moral rights and intellectual property issues and legislation relevant to the ways design concepts are developed and presented
- different ways of presenting, communicating and documenting design concepts (as relevant to the context of work)
- format of design brief typically used in the relevant industry or design context
- principles and key features of project management relevant to a design project
- specific project management factors that apply to a design project
- terminology typically used in a range of design briefs.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
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.	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• effective response to the requirements of at least two design briefs, including interpretation, concept development, communication and production planning</li> <li>• knowledge of copyright, moral rights and intellectual property issues and legislation relevant to the ways design concepts are developed and presented.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to the materials resources and equipment needed to interpret design brief, source information pertinent to design brief and to respond to design brief within its parameters</li> <li>• interaction with others to reflect the communication and collaboration aspects of this unit.</li> </ul>
<b>Method of assessment</b>	<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"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• evaluation of design documentation and completed work undertaken by the candidate</li> <li>• oral or written questioning to assess knowledge of typical parameters and constraints for work in a given context, including practical production issues</li> <li>• evaluation of presentation made by the candidate to present concepts and to articulate the creative and other processes that lead to the development of final design concept.</li> </ul>
<b>Guidance information for assessment</b>	The design process does not occur in isolation. 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.

<i>Specifications</i> may refer to:	<ul style="list-style-type: none"> <li>• budget</li> <li>• location</li> <li>• materials</li> <li>• media</li> <li>• quantity</li> <li>• scope of work</li> <li>• site</li> <li>• size</li> <li>• target group</li> <li>• timeframes</li> </ul>
<i>Design brief</i> may be:	<ul style="list-style-type: none"> <li>• written</li> <li>• diagrammatic</li> <li>• visual</li> <li>• verbal</li> </ul>
<i>Parameters or constraints</i> may refer to:	<ul style="list-style-type: none"> <li>• budgeting and financing arrangements</li> <li>• cost of production</li> <li>• legislative and regulatory requirements</li> <li>• outlets</li> <li>• number of items</li> <li>• purpose of item</li> <li>• timeframes</li> </ul>
<i>Information pertinent to design brief</i> may be about:	<ul style="list-style-type: none"> <li>• current trends in the application of materials, techniques, tools and equipment</li> <li>• design standards</li> <li>• health and safety</li> <li>• industry standards</li> <li>• legal, contractual, ethical and copyright considerations</li> <li>• material characteristics and capabilities</li> <li>• new technology and innovation</li> <li>• stylistic considerations</li> </ul>
<i>Concepts for work</i> would usually	<ul style="list-style-type: none"> <li>• computer generated text or diagrams, for</li> </ul>



<b>RANGE STATEMENT</b>	
be in written format and may include:	example MS Word PowerPoint presentation <ul style="list-style-type: none"> <li>• diagrams</li> <li>• drawings</li> <li>• photographs or digital images</li> <li>• text</li> <li>• video</li> </ul>
<i>Agreement on the concept</i> may involve:	<ul style="list-style-type: none"> <li>• development of an artist statement</li> <li>• discussion with client</li> <li>• discussion with other specialists (e.g. technical or production)</li> <li>• formal contract for the work</li> <li>• negotiation</li> </ul>
<i>Support services</i> may involve:	<ul style="list-style-type: none"> <li>• agencies</li> <li>• digital services</li> <li>• engineers</li> <li>• fabricators, for example for models, props, sets</li> <li>• hire studios and/or equipment</li> <li>• other specialists, for example make-up, stylists</li> <li>• production facilities</li> <li>• work assistants</li> </ul>
<i>Documentation</i> may include:	<ul style="list-style-type: none"> <li>• charts/diagrams</li> <li>• CD</li> <li>• data sheets with notes</li> <li>• drawings/sketches</li> <li>• illustrations</li> <li>• material samples</li> <li>• photographs or digital images</li> <li>• slides</li> <li>• specifications for fabricators</li> <li>• storyboard and text</li> <li>• video or DVD</li> <li>• written rationale or description</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
--------------------	--

## Competency field

Competency field	Design - Design Process
------------------	-------------------------

## Co-requisite units

Co-requisite units		