



Australian Government

Department of Education, Employment and Workplace Relations

BSBDES403A Develop and extend design skills and practice

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and extend skills as a practising designer.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to any individual who works as a designer in any industry context. Designers may work independently or be employed by an organisation.</p> <p>Designers must continually refine, develop and evaluate their own conceptual and technical skills. Research, experimentation and collaboration are key factors in this process.</p>
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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. Acquire and develop technical skills	1.1. Plan <i>strategies</i> to ensure the development of appropriate <i>technical skills</i> in design practice 1.2. Plan and use opportunities to develop and assess technical skills 1.3. Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve technical skills 1.4. Develop and extend technical skills through <i>testing capabilities</i> of materials, tools and equipment 1.5. Identify and use <i>relevant media</i> to stimulate technical and professional development
2. Develop conceptual skills and ideas	2.1. Engage in ongoing experimentation and exploration of different ideas and techniques 2.2. Discuss ideas with others and apply knowledge gained to inform own work 2.3. Use work practice to gain experience in a range of genres and interpretations 2.4. Study the work of others to stimulate conceptual and technical skills development 2.5. Research and share ideas across a range of design disciplines 2.6. Identify and use a range of <i>opportunities to develop own skills</i> and keep informed about current design practice
3. Develop own voice	3.1. Explore and experiment with new ideas in making and/or interpreting design work 3.2. Explore and use technology, where appropriate, to develop <i>own voice</i> and expand practice 3.3. Demonstrate own voice through design project realisation
4. Evaluate own work	4.1. Seek and apply constructive criticism from others to improve own work 4.2. Evaluate own work against planned strategy for own practice 4.3. Evaluate own work in the context of work by others in order to extend own practice 4.4. Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes

ELEMENT	PERFORMANCE CRITERIA
5. Research work opportunities	5.1. Correctly identify <i>sources of information</i> relating to work opportunities for designers 5.2. Identify <i>networks</i> and <i>promotional opportunities</i> for designers which may be helpful in developing career opportunities 5.3. Incorporate research results and information into own work and career planning

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 potentially complex ideas and concepts with others and to engage in critical discourse about own work
- creative thinking skills to explore and generate new ideas for design work
- comprehension skills to interpret and communicate a wide range of potentially complex information about design concepts and technologies
- problem-solving skills to explore and develop strategies and solutions to new design challenges and opportunities
- self-management skills to take pro-active responsibility for own professional development.

Required knowledge

- current and emerging copyright, moral rights and intellectual property issues and legislation, and their impact on designers
- current and emerging designers in the relevant design discipline
- current and emerging trends and technologies in the relevant design discipline, and the opportunities and challenges they represent
- professional development information and resources available to designers
- sources of information relating to work opportunities and career planning.

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	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of own voice through exploring and experimenting with new ideas in making and/or interpreting work • application of planned strategies to develop appropriate skills in design practice • use of discussion and evaluation opportunities to inform and develop technical and conceptual skills.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to the materials, resources and equipment used in the development of technical and conceptual skills in the relevant design 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 • evaluation of candidate diary or log detailing the ways in which different experiences and opportunities have been used to develop and extend skills • evaluation of bodies of work that demonstrate the progressive development of skills • evaluation of a presentation by the candidate addressing the ways in which a pro-active approach to skills development has been taken.
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.

<p><i>Strategies</i> for developing self as a designer may include:</p>	<ul style="list-style-type: none"> • being involved in a range of relevant design activities • communicating with peers • experimenting • participating in professional development and other learning opportunities • participating in relevant groups or associations • practising • undertaking training courses • working effectively with supervisor • working with a mentor or coach
<p><i>Technical skills</i> may include skills in:</p>	<ul style="list-style-type: none"> • animation • digital/electronic design • entertainment design • fashion/clothing/accessories design • furnishings • furniture design • graphic design • illustration/technical drawing • interior design • jewellery design • object design • photoimaging • tableware design • other design disciplines
<p><i>Testing capabilities</i> refers to:</p>	<ul style="list-style-type: none"> • experimenting with innovative applications • extending the possibilities of materials, tools and equipment towards their full potential
<p><i>Relevant media</i> may include:</p>	<ul style="list-style-type: none"> • catalogues • journals • magazines
<p><i>Opportunities to develop own</i></p>	<ul style="list-style-type: none"> • competitions

RANGE STATEMENT	
<i>skills</i> may include participation in and/or attendance at, some of the following:	<ul style="list-style-type: none"> • exhibitions • floor talks at galleries • laboratories • lectures, seminars, conferences, symposiums • manufacturing sites • master classes • professional organisations • trade fairs, expositions
Developing <i>own voice</i> includes:	<ul style="list-style-type: none"> • analysing and researching the work of others relevant to selected area of specialisation • analysing conventions, practices and customs in design practice • developing repertoire and knowledge • exploring elements and principles of design
<i>Sources of information</i> may include:	<ul style="list-style-type: none"> • design journals • employer listings • exhibition catalogues and programs • job advertisements • websites • word of mouth
<i>Networks</i> may include:	<ul style="list-style-type: none"> • alumni organisations • colleagues and teachers • consumer organisations • professional associations
<i>Promotional opportunities</i> may include:	<ul style="list-style-type: none"> • applications to funding bodies • competitions • demonstrations • exhibitions • performances • trade fairs

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		