



Australian Government

Department of Education, Employment and Workplace Relations

BSBDES701A Research and apply design theory

Revision Number: 1

BSBDES701A Research and apply design theory

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to research and apply different theories of design.</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 individuals who use sophisticated research and critical analysis skills in the exploration of design, design theory and its application to professional design practice.</p> <p>The scope of the research activity has both significant depth and breadth. A broader, more general approach to the history and theory of design is covered by BSBDES305A Source and apply information on the history and theory of design.</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. Research design theory	1.1. Use a range of <i>research techniques</i> to source information about design theory 1.2. Identify and explore <i>new, emerging and alternative sources of ideas and thinking</i> about design 1.3. Expand own knowledge and understanding of design through review and <i>critical analysis</i> of information 1.4. Analyse, compare and contrast a range of <i>theoretical perspectives and thinking</i> on design
2. Apply theories of design to professional practice	2.1. Evaluate the relevance and application of different theories of design based on analysis of <i>own professional and personal experience</i> 2.2. Analyse the ways in which different aspects of history, theory and other influences are applied, adapted or challenged in practice 2.3. Assess the ways in which theories and thinking about design may be applied in ways that provide <i>benefits to individuals, businesses and communities</i>
3. Develop, articulate and debate own perspectives on theories of design	3.1. Take a critical approach to different theories and reflect on own ideas and responses 3.2. Develop own <i>substantiated positions</i> in response to research and analysis 3.3. Articulate own positions in a manner which demonstrates <i>clarity of thought and conceptual understanding</i> of different theories and thinking 3.4. Debate own positions on design showing belief in own and ideas and a willingness to remain open to new perspectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to articulate and debate complex concepts
- critical thinking skills to analyse complex information, and to develop and substantiate own positions and responses to theories and thinking around design
- literacy skills to research information dealing with complex concepts and theories
- self-management skills to develop and substantiate own views and ideas.

Required knowledge

- different theories of design, including different historical perspectives and current and emerging thinking
- relationship between theories of design and design in practice (in a particular work or broader social context)
- relationships, similarities and differences at a conceptual and practical level between the concepts of design, innovation and creativity
- systemic impacts on design - social, economic, political and environmental.

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"> • research into past, current and emerging theories of design • development of substantiated positions on design and its application in response to own analysis and research • knowledge of different theories and thinking on design and its application in different social and work contexts.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • use of current and emerging sources of information and thinking on design.
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 research undertaken by the candidate into design theory and its application • evaluation of candidate's participation in discussion and debate on theories of design
Guidance information for assessment	<p>The design process does not occur in isolation. 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>Research techniques</i> may include:</p>	<ul style="list-style-type: none"> • desk research • informal discussions • internet • interviews • literature reviews
<p><i>New, emerging and alternative sources of ideas and thinking</i> may include:</p>	<ul style="list-style-type: none"> • current business theories • government policy • individual in any field of endeavour • innovative organisations • international trends
<p><i>Critical analysis</i> may involve:</p>	<ul style="list-style-type: none"> • adapting • analysing and evaluating actions and policies • challenging • clarifying issues, values and standards • comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • debating and discussing • judging • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • questioning • reading and listening critically • reflecting
<p><i>Theoretical perspectives and</i></p>	<ul style="list-style-type: none"> • economic

RANGE STATEMENT	
<i>thinking</i> may be:	<ul style="list-style-type: none"> • environmental • historical • local, national and international • political • social/cultural
<i>Own professional and personal experience</i> may include:	<ul style="list-style-type: none"> • evaluation of contexts in which creativity has flourished • evaluation of different attitudes to design and the role of designers • observations of the ways people interrelate with the design process, of the ways people use and adapt designs in daily life • reflection on current political, social and cultural trends • reflection on own experience with any type design process • workplace experience
<i>Benefits to individuals, businesses and communities</i> may include:	<ul style="list-style-type: none"> • better individual and business relationships • capacity for innovation and invention • greater social cohesion • improved productivity and profit • psychological wellbeing of individuals and communities
<i>Substantiated positions</i> may be positions which are:	<ul style="list-style-type: none"> • grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others • supported by relevant information
<i>Clarity of thought and conceptual understanding</i> may be demonstrated by:	<ul style="list-style-type: none"> • ability to exchange and debate ideas with others • appropriate distillation of ideas to suit the required purpose • audience understanding • clear articulation of ideas

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		