CUASET501 Design sets

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Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to interpret creative briefs and develop set designs for productions in the screen, media, entertainment and events industries.

Individuals who apply these skills are expected to display a high level of initiative, judgement and responsibility as they negotiate creative solutions to design briefs with clients and production personnel.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Visual communication – sets

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interpret creative briefs	1.1 Analyse performance outlines or scripts to determine overall production concepts
	1.2 Participate in preliminary concept meetings with relevant personnel to discuss set requirements for productions
	1.3 Identify factors that influence the process of designing sets
	1.4 Discuss and agree on the role of designers in the production

	process
2. Conduct and evaluate research	2.1 Identify and source references that may inform the design process 2.2 Critically analyse sources and references in current design projects 2.3 Take account of the impacts and potential of new and emerging technologies to inform designs 2.4 Collect, collate and adapt materials to develop initial design concepts 2.5 Obtain copyright clearance for material as required
3. Generate and assess ideas	3.1 Generate a range of design ideas that respond to briefs and provide creative solutions to technical issues 3.2 Discuss ideas and collaborate with relevant personnel to ensure contribution of ideas to initial concepts 3.3 Evaluate ideas for implications on cost and time, technical feasibility, and suitability to meet briefs
4. Develop and document designs	4.1 Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the design process 4.2 Ensure that agreement is reached with relevant personnel in matters of artistic interpretation 4.3 Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection and discussion 4.4 Develop technically feasible set designs that meet creative production requirements 4.5 Organise or undertake testing and experimentation with selected set designs 4.6 Document designs according to organisational procedures
5. Finalise designs	5.1 Present draft set plans and specifications to relevant colleagues in an appropriate format 5.2 Participate in initial and ongoing evaluations of designs and construction plans 5.3 Negotiate and agree on modifications to designs and amend accordingly 5.4 Agree to final designs and produce accurate and comprehensive documentation to support implementation in line with production schedules

	5.5 Present final designs, plans and specifications within agreed timeframes and confirm that production requirements have been met	

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 2.2, 2.3, 4.3	• Organises, evaluates and critiques ideas and information from a range of complex written sources
Oral communication	1.2, 1.3, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4	• Seeks the views and opinions of others • Obtains information by listening and questioning • Discusses ideas and solutions • Uses clear language to contribute information and express requirements
Numeracy	4.4	• Performs numerical calculations when developing designs
Navigate the world of work	1.2, 1.3, 1.4, 2.5, 4.4	• Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes • Takes responsibility for satisfying copyright requirements • Applies organisational procedures when designing sets
Interact with others	1.2, 1.3, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4	• Responds to and draws on others' perspectives when negotiating the design of sets • Collaborates to achieve joint outcomes in the design process, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3,	• Uses a combination of logical planning processes and an understanding of context to identify relevant information and risks, and evaluate alternative strategies and resources • Considers whether, and how, others should

4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5	be involved, often using consultative or collaborative processes during the decision-making process • Invests time in developing and shaping several options before making a final choice, using a combination of lateral and analytical thinking • Manages time efficiently to complete tasks within deadlines • Applies knowledge of new and emerging technologies to the design process • Produces technical drawings using computer-aided design (CAD) applications • Uses standard word processing and spreadsheet applications to prepare workplace documentation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUASET501 Design sets (Release 2)	CUASET501 Design sets (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5