Australian Government

Department of Education, Employment and Workplace Relations

CUFDIG304A Create visual design components

Revision Number: 1

CUFDIG304A Create visual design components

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create visual designs for a range of interactive media components.
	People in this role work closely with other members of a production team. They create visual design components in response to specifications and under the supervision of a graphic designer or producer. They contribute creative ideas to the overall concept that needs to take account of technical considerations, such as the final delivery platform.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit requires the application of the key principles and practice of graphic design in the context of creating visual design components that could be integrated into a range of media products, including print media.
	A graphic artist usually undertakes this role and is expected to be competent in a range of design techniques, including freehand drawing. The visual design output will nevertheless be in a digital format for inclusion in a final media product.
	More complex skills associated with visual design aspects of a whole interactive media product are covered in:
	• CUFDIG402A Design user interfaces
	• CUFDIG403A Create user interfaces.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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.

Innovation and Business Skills Australia

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Clarify work requirements	1. Clarify type of visual design **components** required, in consultation with **relevant personnel**
	2. In discussion with relevant personnel, identify factors that may determine or affect visual design concepts, including **design techniques**
	3. Clarify in discussion with relevant personnel the target user and audience, and determine **format** and **delivery platform**
Generate and assess ideas	4. Review media products, designs, images, artwork and other creative sources that may inspire visual design ideas
	5. Obtain other **relevant information** that may influence design ideas
	6. Generate a range of visual design ideas that are technically feasible, respond to specifications and provide creative solutions to all design issues
	7. Present visual design ideas to relevant personnel using design techniques
Plan approach	8. Experiment with traditional and digital imaging techniques to create required visual design components
	9. Explore range of **typographical** and **visual design elements** to create the components
	10. Evaluate initial design ideas and specifications against findings and discuss with relevant personnel to select final design concept
	11. Select design technique and discuss with relevant personnel to ensure appropriate output format meets delivery platform requirements
Produce visual design components	12. Develop structure for components based on the final design concept using selected design techniques
	13. Apply **visual design principles** and **communication principles** to produce components
	14. Save visual design in an appropriate format that satisfies the technical parameters determined in consultation with relevant personnel
Finalise visual design components	15. Review visual design components to assess whether creative solutions meet design and technical specifications
	16. Discuss and confirm with relevant personnel additional requirements or modifications and undertake any

ELEMENT	PERFORMANCE CRITERIA
	necessary amendments

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and literacy skills sufficient to:
    - interpret and clarify written and verbal instructions
    - work as a member of a production team - both independently on assignment and under direction
    - respond constructively to feedback received from other team members
- initiative and enterprise in the context of generating a range of feasible ideas for visual designs
- technical skills sufficient to:
    - use a range of design techniques for creating visual designs, including industry-standard graphics software
    - apply visual design and communication principles to produce visual designs
    - create visual design components in appropriate formats for a range of delivery platforms
    - manage files and directories using standard naming conventions
- self-management and planning skills sufficient to:
    - prioritise work tasks
    - meet deadlines
    - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
    - roles and responsibilities of project team members
    - basic understanding of the relationship between technical and creative aspects and requirements of media projects
- basic design principles of layout and composition
- characteristics of digital and traditional imaging
- visual design and communication principles
- typography
- copyright clearance procedures
- OHS standards as they apply to the use of computer and keyboard for periods of time

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: - creation of visual design components that respond effectively to specifications and demonstrate the application of visual design and communication principles - ability to apply a selection of the design techniques listed in the range statement - ability to work collaboratively in a team environment.
Context of and specific resources for assessment	Assessment must ensure: - access toa range of resources, equipment and current industry-standard software as listed in the range statement - access to appropriate learning and assessment support when required - use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 - evaluation of a range of visual design components created by the candidate - written or oral questioning to test knowledge of visual design principles, communication principles and responsibilities of different members of a project team.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: CUFDIG303A Produce and prepare photo images

EVIDENCE GUIDE	
	• CUFANM301A Create 2D digital animations.

Innovation and Business Skills Australia

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.	
Components may include:	• 2D animation objects • backgrounds • banners • basic user interfaces • colours • flow charts • icons • illustrations • interactive buttons • interactive controls • logos • simple 2D animation characters • text • titles • other components required by the project.
Relevant personnel may include:	• art director • asset creator • client • editor • producer • programmer • supervisor • technical director • technical staff • other specialist creative and administrative staff.
Design techniques may include:	• drawing freehand • drawing on a tablet • flow charts • scanning drawings and photographs • storyboards • thumbnail sketches

RANGE STATEMENT	

	- using graphics software, such as:
	  - Corel Draw
	  - Corel Paint Shop Pro
	  - Photoshop
	  - Photoshop Elements
	  - Illustrator
	  - Paint.net
	  - Fireworks.

Format may include:	- bitmap image
	- digital formats, such as:
	  - GIF
	  - JPEG
	  - PDF
	  - TIFF
	  - PICT
	  - PNG
	  - PSD
	  - HTML
	- hard copy
	- vector image.

Delivery platform may include:	- CD - DVD - film - games console - internet - kiosk - mobile phone - other wireless/mobile devices - personal digital assistant (PDA) - print media - television.
Relevant information may include:	- brands - logos - previous versions of components - printed materials - promotion materials - style guides - trademarks.

RANGE STATEMENT	
Typographical design elements may include:	• alignment • fonts and typefaces • kerning • leading • point and size • serif or sans serif • tracking.
Visual design elements may include:	• colour • form • line • shape • texture • tone.
Visual design principles may include:	• balance • emphasis • focal point • movement • perspective • proportion • scale • unity.
Communication principles may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		