



Australian Government

Department of Education, Employment and Workplace Relations

CUVDES601B Design innovative products

Release: 1

CUVDES601B Design innovative products

Modification History

Version	Comments
CUVDES601B	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop innovative products and creative works that are 'market-ready' at a professional level. The term 'products' refers to any type of creative work. Work may be physical, virtual or conceptual and could be artistic or functional.

Application of the Unit

Professional practitioners across all areas of creative practice apply the skills and knowledge in this unit.

The work is carried out independently or as part of a creative team.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

<p>1. Identify professional opportunities for creative products</p>	<p>1.1 Identify purposes, target market and medium of <i>creative product</i></p> <p>1.2 Undertake market analysis using appropriate <i>information sources</i> to determine <i>design and production requirements</i> for creative product</p> <p>1.3 Evaluate currency and credibility of information sources and ensure research scope is sufficiently broad</p> <p>1.4 Maintain accurate and comprehensive details of information sources</p>
<p>2. Formulate and test concepts for creative products</p>	<p>2.1 Conceive and develop ideas and styles that complement the market analysis using <i>critical thinking techniques</i> and <i>entrepreneurial attitudes</i></p> <p>2.2 Communicate concepts using <i>appropriate documentation methods</i> to produce a preliminary representation of the creative product</p> <p>2.3 Critique, review and test design concepts, including objectives and constraints, with <i>appropriate persons</i></p> <p>2.4 Ensure design concepts incorporate <i>elements and principles of design</i></p> <p>2.5 Negotiate design solutions with appropriate persons</p>
<p>3. Develop and promote creative products</p>	<p>3.1 Select and organise production resources according to design and production requirements</p> <p>3.2 Develop creative product according to design and production requirements</p> <p>3.3 Supervise or coordinate the production process to ensure creative product meets requirements of target market and the creative vision</p> <p>3.4 Present creative product to appropriate persons in ways that optimise chances of <i>professional success</i></p> <p>3.5 Maximise professional opportunities within target market</p>

Required Skills and Knowledge

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

Required skills

- literacy skills to:
 - communicate design concepts
 - research and evaluate relevant source materials
 - complete design documentation
- numeracy skills to:
 - assess the financial viability of creative or commercial opportunities
 - manage budgets
- communication skills to review design concepts and negotiate design solutions with stakeholders
- creative thinking skills to conceive and develop design ideas and maximise their professional potential
- planning and organising skills to:
 - interpret and respond to design briefs
 - supervise the production of creative products
 - undertake market analysis and research into target markets and design trends
- problem-solving skills to develop and implement design solutions
- technology skills to implement and use design hardware and software.

Required knowledge

- common formats and features of design briefs
- commonly used research methodologies for market analysis in the relevant area of practice
- production processes as they apply to designs in particular industry contexts
- quality assurance processes for product design and development applicable to specific industry contexts and art and design disciplines
- intellectual property issues and legislation applicable to specific industry contexts and art and design disciplines
- OHS requirements relevant to particular work contexts.

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 ability to:</p> <ul style="list-style-type: none"> • identify professional opportunities for creative products in relevant area of practice • formulate and develop design concepts • develop and exploit the professional potential of creative products.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • appropriate equipment, media and software used for creative work in the relevant context • appropriate technology and information sources to undertake market analysis.
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"> • case studies to assess candidate’s ability to undertake market analysis and research design trends • direct observation of the candidate negotiating design solutions and exploiting creative products • evaluation of design documentation and creative products produced by the candidate • oral or written questioning to assess knowledge of technical and context issues that impact on design in a given industry context • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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>Creative product</i> may include:</p>	<ul style="list-style-type: none"> • platforms: <ul style="list-style-type: none"> • digital media, such as CDs, DVDs, films, games consoles, kiosks, mobile phones, personal digital assistants (PDAs), slide shows, television, videos and websites • tactile media, such as displays, exhibitions, presentations and print publications • two and three-dimensional visual forms: <ul style="list-style-type: none"> • digital media, such as animation, audio, code/script, film, graphic, image, modelling, text and video • tactile media, such as cardboard, clay, fabric, fibre, film, glass, ink, lacquer, latex, leather, metal, paint, paper, photograph, plaster, plastic, pulp, resin, rubber, sand, stone, wax, wire and wood • types: <ul style="list-style-type: none"> • business and corporate • community • educational and training • entertainment • ephemeral • experiences • information • personal • promotional.
<p><i>Information sources</i> may include:</p>	<ul style="list-style-type: none"> • copyright and legal representatives • innovative industry practitioners • electronic and print media, including news, reviews and articles • employee association or union representatives, and other sources of industrial relations information • events, such as industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals, social events and symposiums • government bodies and associated publications • industry associations

	<ul style="list-style-type: none">• internet• libraries and archives, such as text, film, video, sound and graphic• lifestyle and contemporary issues magazines• museums, galleries and studios• national and international journals, such as art, computing and design journals• personal observations and experience• professional competitions and awards• retail and wholesale suppliers of products and services• technical publications and reference books• training programs, seminars, workshops, master classes and professional development opportunities.
--	--

<p><i>Design and production requirements</i> may include:</p>	<ul style="list-style-type: none"> • access to resources, such as: <ul style="list-style-type: none"> • software, including authoring, composition, drafting, drawing, graphics, image capture, image manipulation and page layout • equipment, including computer hardware, drawing tools, and hand and power tools • medium, including digital and tactile • aesthetic considerations, such as: <ul style="list-style-type: none"> • features • finish • style, including interactive or static • commercial considerations, such as: <ul style="list-style-type: none"> • budget and costs, including design, production and marketing • business risk • feasibility • manufacturability • marketability • production method, such as mass, batch or one-off • profitability • sustainability • timeframe • viability • cultural, ethical and social considerations, such as: <ul style="list-style-type: none"> • accessibility • benefits • equity • user friendliness • functional considerations, such as: <ul style="list-style-type: none"> • efficiency and effectiveness • ergonomics • instructional integrity • reliability • spatial • regulatory and technical considerations, such as: <ul style="list-style-type: none"> • conditions of use • environmental • health and safety • industry and/or design standards • legal, contractual and copyright
--	---

	<ul style="list-style-type: none"> • licensing, such as product or open source • medium characteristics and capabilities • ownership and intellectual property.
<p><i>Critical thinking techniques</i> may include:</p>	<ul style="list-style-type: none"> • analysing and evaluating actions and policies • clarifying issues, values and standards • comparing similar situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts

	<ul style="list-style-type: none"> • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • reading and listening critically • recognising contradictions • transferring insights to new contexts • using critical vocabulary.
<p><i>Entrepreneurial attitudes</i> may include:</p>	<ul style="list-style-type: none"> • ability to act on intuition and assumptions • ability to think laterally and independently • ability to work within ambiguity and uncertainty • confidence in self and vision • curiosity • desire to take risks • flexibility • interest in pursuing new ideas.
<p><i>Appropriate documentation methods</i> may include:</p>	<ul style="list-style-type: none"> • diagrams • drawings or sketches: manual or computer-aided design and drafting (CADD) • electronic presentations • illustrations • layouts • mock-ups • models • plans • practice pieces • prototypes • samples • verbal presentations • written notes with rationale or description.
<p><i>Appropriate persons</i> may include:</p>	<ul style="list-style-type: none"> • clients • commissioning body or organisation • community organisation • competitors • construction staff • design team • early adopters • management staff • manufacturers • material importers and suppliers

	<ul style="list-style-type: none"> • mentors • peers • production staff • sales staff • suppliers • target market.
<p><i>Elements and principles of design</i> may include:</p>	<ul style="list-style-type: none"> • design elements: <ul style="list-style-type: none"> • colour • direction • form • light • line • mass • point • shape • size • space • texture • time • tone • value • design principles: <ul style="list-style-type: none"> • balance • contrast • dominance • emphasis • harmony • movement • pattern • proportion • rhythm • unity.
<p><i>Professional success</i> may relate to:</p>	<ul style="list-style-type: none"> • adoption of design by key businesses or individuals • employment offers • exhibition of work • further opportunities for work • potential for collaboration on future projects • promotion of work by others • sales of work • seemingly unconnected professional opportunities.

Unit Sector(s)

Design – design process