



Australian Government

Department of Education, Employment and Workplace Relations

CUVGRD505A Design and manipulate complex layouts

Release: 1

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Modification History

Version	Comments
CUVGRD505A	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 complex publication layouts by combining creative design skills with technical software proficiency.

Application of the Unit

Graphic designers work in many different industry contexts. They may be employed in graphic design studios, commercial printing companies, advertising agencies, book and magazine publishers, television stations or in the marketing division of any business. Graphic designers also frequently offer their services on a freelance basis.

A complex layout is one that requires the application of technical and design skills to achieve its communication objective. This may involve challenges such as large amounts of information, incorporation of many different visual elements, or particular restrictions on format or size.

At this level, the designer is responsible for the overall layout design and works independently. Mentoring and guidance are available as required.

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

1. Analyse design needs	<p>1.1 Confirm <i>communication objectives</i> for the <i>publication</i> based on the <i>design brief</i> and consultation with <i>relevant people</i> as required</p> <p>1.2 Evaluate particular <i>specifications</i> of the design brief</p> <p>1.3 Source and evaluate <i>other information</i> pertinent to the project</p>
2. Develop and refine layout ideas	<p>2.1 Identify relevant <i>sources</i> and conduct research to inform layout ideas</p> <p>2.2 Consider the <i>opportunities and constraints</i> offered by different techniques and technologies</p> <p>2.3 Assess the different <i>elements</i> that need to be incorporated into the overall layout</p> <p>2.4 Create and refine ideas and options by working with the <i>fundamental elements and principles</i> of design</p> <p>2.5 Refine ideas through use of ongoing <i>technical experimentation</i></p> <p>2.6 Evaluate and select approaches based on their potential to meet the communication need</p> <p>2.7 Produce and present <i>visual representations</i> of design ideas and communicate with others to confirm as required</p>
3. Create and manipulate layouts	<p>3.1 Set up the document using the <i>capabilities</i> of appropriate software</p> <p>3.2 Manipulate and enhance the layout through use of an extended range of <i>tools and features</i></p> <p>3.3 Support communication objectives with effective integration of text and visuals</p> <p>3.4 Identify and resolve technical problems based on developing expertise</p> <p>3.5 Achieve desired outcomes through application of design skills and technical expertise</p> <p>3.6 Enhance outcomes by allowing the creative and technical processes to work together</p> <p>3.7 Establish and follow <i>safe work practices</i> in the work process</p>
4. Evaluate design work	<p>4.1 Critique the layout from both a functional and aesthetic perspective in the context of the design objective</p> <p>4.2 Seek feedback from others as required, and make</p>

	<p>appropriate adjustments</p> <p>4.3 Make assessment of own work and identify key learnings to inform future work</p>
5. Finalise technical aspects	<p>5.1 Edit and refine layouts to meet <i>technical requirements</i></p> <p>5.2 Follow correct protocols for saving, exporting and storing files</p> <p>5.3 Establish appropriate <i>file formats</i> for output and appropriate colour management profiles</p>

Required Skills and Knowledge

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

Required skills

- communication skills to liaise with others about work requirements
- critical thinking and analytical skills to:
 - interpret and respond to a design brief
 - evaluate information from a wide range of sources to develop design ideas
- initiative and enterprise skills to consider new and different ways of achieving required design outcomes
- literacy skills to interpret technical information associated with using software programs at an advanced level
- planning and organising skills to develop and monitor a logical workflow for the technical design process
- problem-solving skills to identify and resolve technical and conceptual issues with layouts
- numeracy skills to use numerical aspects of software programs
- self-management skills to plan and coordinate own work
- technology skills to:
 - use the advanced features of a range of industry-current software programs
 - manage files and file formats.

Required knowledge

- common features and formats of different types of publications
- sources of information for developing ideas about different layout options
- interrelationships between different visual design components within a complex layout
- current range of software programs available to graphic designers and the opportunities and constraints of different technologies
- different graphic file formats and how and why these are used in different contexts
- technical requirements for the manipulation and formatting of varying visual components and file types, including:
 - bitmap images
 - charts
 - graphics
 - page layouts
 - text
 - vector graphics
- file management protocols and procedures for a range of publications, both print and web-based
- intellectual property issues and legislation to be considered in the context of graphic design work
- OHS requirements as they apply to the use of computer and keyboard for periods of time.

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"> • create original designs for the layout of at least two publications • use an extended range of tools and features of relevant software with a high level of technical proficiency • integrate technical and creative processes to produce outcomes that meet design objectives.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • industry-current graphic design software.
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"> • evaluation of audience response to layouts produced by the candidate • evaluation of processes used by the candidate to develop the work • evaluation of technical aspects of the layouts • direct observation of work in progress, including use of software tools • evaluation of a candidate's visual diary or other forms of documentation showing the development of the designs • group peer review of layouts created by the candidate • questioning and discussion about candidate's intentions and the work outcome • 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	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• CUVGRD504A Create and manipulate graphics.
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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.

<i>Communication objectives</i> may be to:	<ul style="list-style-type: none"> • challenge • compare • contrast • entertain • inform • inspire • motivate • persuade.
<i>Publications</i> may be:	<ul style="list-style-type: none"> • annual reports • brochures • business reports • complex forms • magazines • newsletters • style manuals • technical reports • web interfaces.
<i>Design brief</i> may be:	<ul style="list-style-type: none"> • diagrammatic • verbal • visual • written.
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • clients • employers • end users • mentors • other artists and designers • peers • potential customers • supervisors • teachers • technical experts.
<i>Specifications</i> may relate to:	<ul style="list-style-type: none"> • cost • delivery platform • environmental sustainability

	<ul style="list-style-type: none"> • material characteristics • quantity • technical requirements • technology • timeframe.
<i>Other information</i> may relate to:	<ul style="list-style-type: none"> • client's organisational background • conflicting demands • considerations, such as: <ul style="list-style-type: none"> • contractual • copyright • ethical • legal • historical information • product characteristics and statistics • style considerations • subject matter.
<i>Sources</i> may include:	<ul style="list-style-type: none"> • art and design texts • examples of similar publications • films • images • internet • exhibitions • own experience • previous iterations.
<i>Opportunities and constraints</i> may relate to:	<ul style="list-style-type: none"> • audience capacity or skills • cost • own level of technical expertise • potential for innovative approaches • technical feasibility • time.
<i>Elements</i> may relate to:	<ul style="list-style-type: none"> • captions • colour • headlines • quotes • sidebars • visual elements, such as graphics and photo images.
<i>Fundamental elements and principles</i> relate to:	<ul style="list-style-type: none"> • alignment • balance • coherence • colour • composition

	<ul style="list-style-type: none"> • contrast • direction • dominance • emphasis • form • line • movement • pattern • positive and negative space • proportion • proximity • repetition • rhythm • shape • simplicity or complexity • subordination • texture • unity.
Technical experimentation may involve:	<ul style="list-style-type: none"> • challenging established ways of doing things • combining different approaches • using new features and tools.
Visual representations may be:	<ul style="list-style-type: none"> • electronic drawing • mock-ups • models • presentations • sketching • technical drawings.
Capabilities may relate to:	<ul style="list-style-type: none"> • colour palettes • columns • heading hierarchies • master pages • navigational aspects • templates • style sheets.
Tools and features may include:	<ul style="list-style-type: none"> • adjusting strokes and fills • alignment tools • applying envelopes • blending • clipping • compound objects • cutting, extending and closing paths

	<ul style="list-style-type: none"> • duplicating • filters and special effects • gradients and mesh • joining paths • modifying paths • moving in increments • other object manipulation tools and features • reshaping • scaling, rotating, skewing and distorting • slicing and cutting • specialty fills and swatches • stroke and outline adjustments • transforming • transparency • trim, merge and outline • warping.
<p><i>Safe work practices</i> may relate to:</p>	<ul style="list-style-type: none"> • ergonomics • use of consumables.
<p><i>Technical requirements</i> may relate to:</p>	<ul style="list-style-type: none"> • banding • bleeding • choke • colour • cut and fold marks • file formatting • font use • imposition schemes • packaging • resolution • separations • size • spread • trapping.
<p><i>File formats</i> may include:</p>	<ul style="list-style-type: none"> • encapsulated postscript (EPS) • graphic interchange format (GIF) • joint photographic experts group (JPEG) • native format • other suitable formats • portable document format (PDF) • portable network graphics (PNG) • tagged image file format (TIFF).

Unit Sector(s)

Visual communication – graphic design

Custom Content Section

Not applicable.