



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUVGRD604A Develop and execute advertising concepts**

**Release: 1**

## CUVGRD604A Develop and execute advertising concepts

### Modification History

Version	Comments
CUVGRD604A	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 independently create effective advertising by combining creative and technical graphic design expertise with an understanding of advertising and consumer behaviour.

### 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.

In this unit graphic designers create advertisements for use in a range of different media. The designer creates the visual concepts for advertisements and depending on the work context, may or may not be responsible for integrating other content such as text, sound or interactivity to produce completed advertisements.

Although designers at this level work with a high degree of autonomy, they are still likely to be members of a collaborative 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

<b>Element</b>	<b>Performance Criteria</b>
<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. Interpret creative briefs	<p>1.1 Analyse creative briefs in terms of the key <b><i>communication objectives</i></b></p> <p>1.2 Develop an understanding of the <b><i>broader context</i></b> for the advertising media</p> <p>1.3 Develop shared understandings of advertising requirements with <b><i>relevant people</i></b></p> <p>1.4 Negotiate and confirm practical considerations, including schedule and budgetary requirements</p>
2. Evaluate the context for advertising work	<p>2.1 Consider <b><i>current and emerging trends and thinking</i></b> about advertising</p> <p>2.2 Take account of relevant consumer behaviour and the influences on buying decisions</p> <p>2.3 Identify and evaluate <b><i>sustainability issues</i></b> for advertising projects</p> <p>2.4 Assess and respond to legal and ethical constraints</p>
3. Generate and assess advertising ideas	<p>3.1 Identify and source <b><i>references</i></b> to inform visual concepts for advertising</p> <p>3.2 Explore different <b><i>visual devices</i></b> to communicate <b><i>key messages</i></b></p> <p>3.3 Maximise contributions of others through collaboration on ideas as required</p> <p>3.4 Reflect on ideas for technical, creative and budgetary implications</p> <p>3.5 Refine and select approaches that best balance the overall needs of the brief</p>
4. Develop designs for advertising	<p>4.1 Develop designs from initial ideas ensuring that all production and design factors are taken into account</p> <p>4.2 Realise designs from initial ideas by working confidently with the <b><i>elements and principles of design</i></b> and taking account of production factors</p> <p>4.3 Combine conceptual and technical expertise to manipulate <b><i>visual design components</i></b> to communicate key messages</p> <p>4.4 Engage in an ongoing process of testing, <b><i>creative collaboration and refinement</i></b> during the design process</p> <p>4.5 Engage with <b><i>other experts</i></b> on <b><i>relevant legal, ethical and business requirements</i></b></p>

5. Finalise advertising designs	5.1 Negotiate and agree to modifications and amend designs as required 5.2 Develop accurate and comprehensive <i>documentation</i> to support the production process 5.3 Present final designs and documentation to relevant personnel and confirm
6. Evaluate effectiveness of advertisements	6.1 Evaluate completed designs in terms of <i>success</i> in meeting objectives 6.2 Assess the work against other creative, technical and business considerations 6.3 Analyse and evaluate feedback from client and others 6.4 Reflect on own role in design process and note areas for future improvement 6.5 Develop strategies for further development of own skills

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - interpret and clarify written proposals and creative briefs
  - work collaboratively with others
  - present ideas for discussion and feedback
  - produce accurate and detailed design and production documentation for advertisements
- critical thinking and analytical skills to:
  - evaluate communication needs and develop sophisticated design solutions
  - distil key ideas and approaches from complex and varying information and ideas
- initiative and enterprise skills to see opportunities for new and creative approaches to advertising design challenges
- literacy skills to engage with potentially complex information at an advanced level
- self-management and organisational skills to:
  - take responsibility for the design challenge
  - meet responsibilities within a collaborative project
- problem-solving skills to take ownership of complex technical and conceptual challenges and develop creative solutions in response
- numeracy skills to interpret and work within project budgets
- technology skills to:
  - use the advanced features of current graphic design software programs
  - use the internet as a research tool.

### Required knowledge

- current and emerging trends and ideas in the area of advertising design
- key people involved in advertising, and their typical roles, responsibilities and interrelationships – particularly in relation to the graphic designer
- principles and purposes of advertising
- principles of consumer behaviour and influences on buyer behaviour
- production factors for different types of advertising and how they impact on the design process
- sources of ideas for visual concepts for advertising
- formal principles and elements of design in the context of advertising design
- collaborative processes used in graphic design
- critical and creative thinking techniques that can be used as part of the design process
- intellectual property issues and legislation in relation to advertising
- legal and ethical requirements relating to the advertising industry
- sustainability considerations related to messages in advertising and materials used in advertising, and how they impact on graphic design.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• independently conceive and create advertisements for use in a range of media, both print and electronic</li> <li>• work confidently with the elements and principles of design across multiple advertising contexts</li> <li>• collaborate effectively on creative, technical and organisational issues</li> <li>• apply knowledge of advertising practice and consumer behaviour.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to industry-current graphic design technologies</li> <li>• collaboration with others to reflect the design process.</li> </ul>
<b>Method of assessment</b>	<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"> <li>• evaluation by industry professionals of advertising design solutions developed by the candidate</li> <li>• evaluation of presentations made by the candidate about work developed</li> <li>• evaluation of processes used by the candidate to conceive, plan and realise the work</li> <li>• evaluation of the effectiveness of project management evidenced through completion of work on time and on budget</li> <li>• evaluation of a candidate's visual diary or other forms of documentation showing the development of the designs</li> <li>• questioning and discussion about candidate's intentions and the work outcome</li> <li>• review of portfolios of evidence</li> <li>• review of third-party reports from experienced practitioners.</li> </ul> <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</p>

	numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
<b>Guidance information for assessment</b>	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.



## 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><b><i>Communication objectives</i></b> may be to:</p>	<ul style="list-style-type: none"> <li>• challenge</li> <li>• compare</li> <li>• contrast</li> <li>• entertain</li> <li>• inform</li> <li>• inspire</li> <li>• motivate</li> <li>• persuade.</li> </ul>
<p><b><i>Broader context</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• client preferences and perceptions</li> <li>• community attitudes</li> <li>• corporate identity</li> <li>• existing advertising</li> <li>• industry trends</li> <li>• key relationships for the project</li> <li>• marketing objectives.</li> </ul>
<p><b><i>Advertising media</i></b> may be:</p>	<ul style="list-style-type: none"> <li>• cinema</li> <li>• direct mail</li> <li>• information boards</li> <li>• magazines</li> <li>• newspapers</li> <li>• point of sale</li> <li>• posters</li> <li>• television.</li> </ul>
<p><b><i>Relevant people</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• art directors</li> <li>• clients</li> <li>• copywriters</li> <li>• creative directors</li> <li>• employers</li> <li>• end users</li> <li>• other artists and designers</li> <li>• supervisors</li> <li>• technical experts.</li> </ul>
<p><b><i>Current and emerging trends and thinking</i></b> may</p>	<ul style="list-style-type: none"> <li>• appropriate standards</li> <li>• cultural considerations</li> </ul>

relate to:	<ul style="list-style-type: none"> <li>• cultural norms</li> <li>• stretching boundaries.</li> </ul>
<i>Sustainability issues</i> may relate to:	<ul style="list-style-type: none"> <li>• cost of production</li> <li>• environmental friendliness of materials</li> <li>• messages in advertising</li> <li>• social acceptance of particular ideas or concepts.</li> </ul>
<i>References</i> may include:	<ul style="list-style-type: none"> <li>• digital images</li> <li>• earlier iterations</li> <li>• film and video</li> <li>• internet</li> <li>• marketing data</li> <li>• material from the sponsoring organisation</li> <li>• own experience</li> <li>• photographs</li> <li>• previous work</li> <li>• product information</li> <li>• reference books, journals and texts</li> <li>• scripts</li> <li>• technical data</li> <li>• work of other designers</li> <li>• writings.</li> </ul>
<i>Visual devices</i> may include:	<ul style="list-style-type: none"> <li>• animation</li> <li>• association</li> <li>• caricature</li> <li>• exaggeration</li> <li>• fantasy</li> <li>• photography</li> <li>• special effects.</li> </ul>
<i>Key messages</i> may relate to:	<ul style="list-style-type: none"> <li>• brand or image factors</li> <li>• competitive advantages</li> <li>• features of the product or service</li> <li>• where the product or service may be obtained.</li> </ul>
<i>Elements and principles of design</i> relate to:	<ul style="list-style-type: none"> <li>• alignment</li> <li>• balance</li> <li>• coherence</li> <li>• colour</li> <li>• composition</li> <li>• contrast</li> <li>• direction</li> <li>• dominance</li> <li>• emphasis</li> </ul>

	<ul style="list-style-type: none"> <li>• form</li> <li>• line</li> <li>• movement</li> <li>• pattern</li> <li>• positive and negative space</li> <li>• proportion</li> <li>• proximity</li> <li>• repetition</li> <li>• rhythm</li> <li>• shape</li> <li>• simplicity or complexity</li> <li>• subordination</li> <li>• texture</li> <li>• unity.</li> </ul>
<p><b>Visual design components</b> may include:</p>	<ul style="list-style-type: none"> <li>• animation</li> <li>• graphics</li> <li>• motion</li> <li>• photographs</li> <li>• text.</li> </ul>
<p><b>Creative collaboration and refinement</b> may involve:</p>	<ul style="list-style-type: none"> <li>• client consultation</li> <li>• informal conversations with peers</li> <li>• modelling</li> <li>• piloting</li> <li>• technical discussions</li> <li>• workshopping of ideas.</li> </ul>
<p><b>Other experts</b> may be:</p>	<ul style="list-style-type: none"> <li>• artists</li> <li>• copywriters</li> <li>• digital media designers</li> <li>• illustrators</li> <li>• market researchers.</li> </ul>
<p><b>Relevant legal, ethical and business requirements</b> may relate to:</p>	<ul style="list-style-type: none"> <li>• intellectual property</li> <li>• codes of practice such as those issued by:                             <ul style="list-style-type: none"> <li>• Advertising Federation of Australia</li> <li>• Australian Communications and Media Authority</li> <li>• Australian Competition and Consumer Commission</li> <li>• Australian Performing Right Association</li> <li>• Commercial Radio Australia</li> <li>• Free TV Australia</li> </ul> </li> <li>• cultural expectations and influences</li> <li>• ethical principles</li> <li>• legislation, including OHS legislation, policies and</li> </ul>

	<p>guidelines</p> <ul style="list-style-type: none"> <li>• social responsibilities, such as protection of children</li> <li>• societal expectations.</li> </ul>
<b>Documentation</b> may include:	<ul style="list-style-type: none"> <li>• creative rationale</li> <li>• finished artwork</li> <li>• instructions for printers</li> <li>• production specifications.</li> </ul>
<b>Success</b> may be measured by:	<ul style="list-style-type: none"> <li>• audience response</li> <li>• client feedback</li> <li>• cost effectiveness</li> <li>• customer comments</li> <li>• sales achieved.</li> </ul>

## Unit Sector(s)

Visual communication – graphic design

## Custom Content Section

Not applicable.