



**Australian Government**

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

# **ICPPP211C Develop a basic design concept**

**Revision Number: 1**

## ICPPP211C Develop a basic design concept

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to undertake graphic design to produce roughs and finished art.
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### Application of the Unit

<b>Application of the unit</b>	This unit requires the individual to demonstrate a set range of design skills while working in consultation with others to ensure production and final user requirements have been met.
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## 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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess brief requirements	1.1.The printing requirements of the <i>layout brief</i> are determined to align pre-press processes with printing feasibility 1.2.The brief is broken down into stages of production in order to determine a plan of procedure 1.3.A plan of action is determined to meet the time requirements of each stage so that deadlines are identified and adhered to 1.4.Correct design and typographic terms are used to facilitate communication according to industry standards
2. Assemble layout	2.1.Client copy and images are assembled to conform to the brief requirements 2.2.Library files are accessed for relevant data to conform to the brief requirements 2.3.Appropriate equipment and materials to complete the layout are assembled to enable the brief to be undertaken efficiently 2.4.The design area is cleaned and prepared ready for use
3. Render a simple graphic design	3.1.The client requirements are checked to ensure a design concept matches the brief 3.2.Preliminary graphic design ideas are constructed according to the brief 3.3.A simple graphic design concept is rendered electronically to conform to the client brief 3.4.The rendered graphic design is checked for conformance with the requirements of the brief
4. Produce finished artwork	4.1.A layout grid is created to meet the specifications of the client brief 4.2.Type is selected for readability style and fitted into the grid space allocated to conform to brief requirements 4.3.Photographs and illustrations are selected, scaled and cropped appropriately to fit the grid space allocated 4.4.Overlays/colour roughs are created to conform to brief specifications 4.5.The components of the layout are positioned accurately using keylines to conform to the grid framework

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
5. Check for suitability	5.1.The layout is checked to eliminate omissions and <i>errors</i> 5.2.The layout design is checked against the requirements of the brief to conform to the critical requirements of the proposed medium 5.3.The layout is rendered ready to present to the client
6. Tidy materials and store data	6.1.Equipment and materials are returned to storage according to <i>enterprise procedures</i> 6.2.Design data and materials are saved and/or filed ready for future retrieval according to enterprise procedures 6.3.The design area is cleaned according to enterprise procedures ready for re-use

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- communication of ideas and information by determining exactly what client wants from brief and subsequent discussion
- collecting, analysing and organising information by balancing and matching client demands with requirements for reproduction and costs
- planning and organising activities by coordinating job sequence so that as materials arrive they are processed and can be checked efficiently
- teamwork when ensuring that designers, printers and clients all know what they need to do and when
- mathematical ideas and techniques by calculating costs and enlargement/reduction factors
- problem-solving skills by coping with discrepancies between brief and what is possible
- use of technology by using appropriate software to create design and ensuring files are saved in required format

#### Required knowledge

- the purpose of this artwork being prepared
- number and the specific colours of the job
- scale that is this artwork to the finished job
- the difference between reflective and transparent originals
- three essential elements to consider when preparing art for printing/publication
- the different requirements for TWO different printing or electronic output processes
- using manual/computer techniques to prepare colour rough
- various types of halftone dot structures and the maximum and minimum tonal ranges that could be used to reproduce this artwork
- OHS concerns that are there when using cameras or computers
- the colour sequence and overlap for transparent/opaque colours
- preparing the finished artwork at this size or scale
- choosing specific type faces
- effect (influence) that the selection of different type faces have on a job
- method used for registration and trim marks
- artwork evaluation for density, definition and resolution, and how can this be corrected
- the characteristics of properly prepared line artwork

**REQUIRED SKILLS AND KNOWLEDGE**

- finished art compliance with job specifications and approved colour rough
- manuals, safety and other documentation that are relevant to this task and where are they kept and information that is included in these documents

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<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>the rendered design meets the requirements of the design brief. The design conforms to commercial design standards and meets reproduction final use requirements</li> <li>the underlying skill of designing a basic layout to conform to brief specifications should be transferable across the design and pre-press sectors. It is important that the substrate for reproduction is identified and that the competencies be demonstrated with a clear identification of printing processes</li> <li>demonstrate an ability to find and use information relevant to the task from a variety of information sources</li> <li>prepare TWO sets of colour roughs and artwork containing line and tone work according to specifications of the client brief and the listed Performance Criteria.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>assessment may take place on the job, off the job or a combination of these</li> <li>off the job assessment must be undertaken in a closely simulated workplace environment</li> <li>it is expected that special purpose tools, equipment and industry software packages will be used where appropriate.</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>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>



## Range Statement

<b>RANGE STATEMENT</b>	
<p>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>Layout brief</i> may include:	<ul style="list-style-type: none"> <li>describes and specifies the work to be completed, identifies all requirements for the job.</li> </ul>
<i>Errors</i> may include:	<ul style="list-style-type: none"> <li>spelling, grammatical, style and placement.</li> </ul>
<i>Enterprise procedures</i> may include:	<ul style="list-style-type: none"> <li>range of enterprise procedures within defined work area.</li> </ul>
<i>Complexity of process</i> may include:	<ul style="list-style-type: none"> <li>artwork may contain simple line work or a combination of line and tone.</li> </ul>
<i>Quality standards</i> may include:	<ul style="list-style-type: none"> <li>should meet client requirements and enterprise and industry standards.</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Pre-press
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## Co-requisite units

Co-requisite units		