



Australian Government

Department of Education, Employment and Workplace Relations

BSBDES602A Research global design trends

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate global design trends. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to individuals who need to maintain a current and comprehensive knowledge of global design trends to inform their own professional practice. Often the individual would be a designer, but the unit may also be relevant to those who work in related management, marketing and production areas. The unit focuses on research and analysis of information and ideas at a complex level, plus the evaluation and extension of one's own professional skills.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Research design trends	1.1. Analyse and select formal and informal research strategies to source information on global design trends 1.2. Identify and explore new and alternative sources 1.3. Evaluate the credibility of information gathered and ensure research scope is sufficiently broad
2. Analyse design trends to inform own practice	2.1. Use information to challenge and extend own perspectives and ways of thinking 2.2. Examine and assess the implications and consequences of design trends on own work 2.3. Use critical analysis to identify creative or commercial opportunities presented by emerging trends and technologies 2.4. Develop systems to identify and respond to future opportunities
3. Develop and articulate positions and ideas	3.1. Develop substantiated positions and ideas in relation to global design trends 3.2. Generate informed discussion, debate and critical analysis with peers and colleagues 3.3. Use debate and feedback as a way of challenging and refining own positions
4. Extend own design skills	4.1. Pro-actively identify and use opportunities presented by research to extend own design skills 4.2. Re-evaluate and refine approaches to work in the context of current and emerging trends 4.3. Use practice, discussion and ongoing evaluation to continuously improve skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to articulate and debate conceptual or technical ideas
- critical thinking skills to distil and synthesise information from varied sources and to develop own positions and ideas on a complex range of issues
- literacy skills to research complex, varied and unfamiliar information sources
- planning and organisational skills to undertake the research process.

Required knowledge

- broad global design trends that apply to all design disciplines
- business implications/consequences of adopting trends and emergent technologies
- copyright/moral/intellectual property issues associated with research and with design more broadly
- design industry networks and professional development opportunities - local, national and international
- research methodologies and options
- sources of information on global design, design trends and broader references that may inform emerging and innovative design practice
- specific current and emerging design technologies and trends (at a global level) in at least one area of design.

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:

- conducting research on a complex range of design issues, trends and ideas
- analysing, critiquing and synthesising complex sources to develop own positions and ideas
- design research
- knowledge of copyright/moral/intellectual property issues associated with research and with design more broadly.

Context of and specific resources for assessment

Assessment must ensure:

- use of a current and varied range of familiar and unfamiliar information sources.

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 by the candidate
- evaluation of research undertaken by the candidate in terms of scope, depth and the level of critical thinking applied
- direct observation of candidate debating issues arising from research into global design trends
- oral or written questioning to assess knowledge of global design trends in terms of depth and complexity.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.

Formal and informal research strategies may include:

- formal study
- participating actively in relevant industry associations
- participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals
- participating in professional development and other learning opportunities
- reading current literature, including specialist journals and industry magazines
- web research

Information on global design trends may relate to:

- best practice examples
- emerging and future technology
- history
- philosophy
- role of design in the broader social, economic and political environment
- sustainability

New and alternative sources may include:

- inspirations from nature
- work from other areas of community or business activity for example:
 - artists
 - authors
 - business people
 - entertainers
 - film makers
 - historians
 - philosophers
 - photographers
 - scientists

Critical analysis may include:

- analysing and evaluating actions and policies
- clarifying issues, values and standards

RANGE STATEMENT

	• comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • 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
<i>Substantiated positions and ideas</i> may be those which are:	• grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others • supported by relevant information

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units	

