



Australian Government

CUAACD304 Make scale models

Release: 1

CUAACD304 Make scale models

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to make three-dimensional (3-D) physical scale models in response to specifications. It does not cover the use of 3-D digital software.

It applies to individuals who work in many industries and use any 3-D form to make scale models as an essential part of the design process for a range productions or events.

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

Unit Sector

Visual communication – art, craft and design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to make scale models	1.1 Clarify scale model requirements based on relevant documentation, verbal briefs and consultation with relevant people 1.2 Identify potential challenges and plan work to minimise risk in consultation with relevant personnel 1.3 Select techniques for model making consistent with project requirements 1.4 Confirm presentation requirements, including timelines, for final scale models 1.5 Confirm equipment, materials and work space requirements 1.6 Set up work space and equipment according to safety considerations and organisational procedures

ELEMENT	PERFORMANCE CRITERIA
2. Complete model construction	2.1 Use safe work practices to make preliminary models representing core dimensions in line with specifications 2.2 Review preliminary models against objectives and specifications in consultation with others 2.3 Confirm that intellectual property and other relevant legislative requirements are met 2.4 Make required adjustments to models 2.5 Complete models to project objectives 2.6 Present models to relevant colleagues in line with project and organisational requirements 2.7 Follow organisational storage and inventory procedures 2.8 Seek and use feedback from others to improve own skills

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.8	Identifies and uses feedback as an effective strategy to improve skills
Reading	1.1, 1.3, 1.4, 1.6, 2.2	Assesses information from a range sources to identify the key objectives of scale model projects and construction and presentation details
Oral Communication	1.1, 1.2, 1.4, 2.2, 2.6	Selects and uses appropriate strategies to elicit information and opinions from others, and to present scale model solutions
Numeracy	2.1, 2.2, 2.4	Interprets and applies numerical specifications and scale requirements to accurate construction and adjustment of scale models
Navigate the world of work	1.6, 2.3, 2.6, 2.7	- Follows organisational procedures relating to work space safety, storage and inventory, and presentation of models - Complies with intellectual property and other legislative requirements within the scope of own role and responsibility when planning and undertaking work

Interact with others	1.1, 1.2, 1.4, 2.2, 2.6	Collaborates and cooperates with colleagues to determine design requirements and plan work processes to achieve effective and compliant design outcomes
Get the work done	1.2-1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	- Organises tasks in a logical sequence to enable completion within prescribed timeframe - Analyses task requirements to select appropriate techniques - Determines production resources required with input from others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAACD304 Make scale models	CUVACD304A Make scale models	Updated to meet Standards for Training Packages and clarify intent. Minor edits to performance criteria.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAACD304 Make scale models

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Performance Evidence

Evidence of the ability to:

- identify appropriate equipment and materials to make three-dimensional (3-D) models
- establish a safe work space for the use of equipment and materials
- use selected techniques and processes to make models that satisfy project requirements
- communicate with others during preparation, construction and presentation of 3-D models.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe ways in which model making is used in specific industry contexts
- explain common model making processes and techniques, including the physical properties and capabilities of equipment, tools and materials used
- outline ways to present finished scale models
- list work space requirements for the production of models, including set-up of work space for particular types of work
- summarise issues and challenges that arise in making scale models
- summarise intellectual property issues and legislation associated with making scale models
- explain work health and safety procedures that apply to scale model making.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- documented scale model requirements and organisational procedures

- tools, materials and equipment required to construct scale models
- interaction with appropriate people.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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