



**Australian Government**

# **CUAACD506 Refine 2-D design ideas and processes**

**Release: 1**

# CUAACD506 Refine 2-D design ideas and processes

## 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 extend understanding and use of two-dimensional (2-D) design ideas and processes for the production of work at a professional level.

It applies to individuals who work with a wide and potentially complex range of ideas about 2-D design.

No licensing, legislative or certification requirements apply to this unit at 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. Originate ideas for 2-D design                | 1.1 Generate ideas for design concepts through research, exploration and experimentation<br>1.2 Develop initial design concepts consistent with the aim of the work or specifications in the brief<br>1.3 Evaluate and explore options that best suit the design brief<br>1.4 Refine options and select the approach that best meets design brief requirements |
| 2. Plan design process                           | 2.1 Develop a clear plan and schedule for design realisation<br>2.2 Organise and allocate resources to meet required standards, timeframes and budget<br>2.3 Liaise with others involved in design realisation as required                                                                                                                                     |

| ELEMENT                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | 2.4 Monitor process to ensure purpose and quality of the design is maintained<br>2.5 Identify difficulties or problems and take action to rectify them<br>2.6 Maintain accurate, relevant and complete documentation                                                                                                                                                                                                                                                                            |
| 3. Refine and consolidate process | 3.1 Develop effective 2-D designs and design processes<br>3.2 Apply relevant ethical, organisational and legislative requirements to design activities<br>3.3 Develop and document a design process that reflects own style and approach<br>3.4 Identify opportunities for refinement and review and make adjustments as required<br>3.5 Communicate the design process and the final solution using effective work documentation<br>3.6 Prepare and present 2-D design solutions to key people |
| 4. Maintain expertise             | 4.1 Use feedback from others to improve own design skills<br>4.2 Stay up-to-date with industry standards and seek opportunities to further develop technical and conceptual skills<br>4.3 Source new ideas and trends through regular review of the work of others<br>4.4 Keep informed about new creative approaches, techniques, materials and equipment for 2-D design                                                                                                                       |

## 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                                                                                                                                                                                                                              |
|---------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading | 1.1, 1.2, 4.3, 4.4                | <ul style="list-style-type: none"> <li>Interprets and evaluates a range of visual and textual information to generate ideas, identify requirements of design projects and maintain awareness of industry trends and practices</li> </ul> |
| Writing | 1.1, 2.1, 2.2, 2.6, 3.3, 3.4, 3.5 | <ul style="list-style-type: none"> <li>Develops and refines a range of detailed textual and visual documents using clear language and industry specific terminology</li> </ul>                                                           |

|                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Oral Communication         | 2.3, 3.6, 4.1, 4.4                                                        | <ul style="list-style-type: none"> <li>• Uses detailed and clear language to present and share information with others</li> <li>• Uses active listening and questioning techniques to elicit information and confirm understanding</li> </ul>                                                                                                                                                                                                                                                                                          |
| Numeracy                   | 2.1, 2.2                                                                  | <ul style="list-style-type: none"> <li>• Performs mathematical calculations to schedule work activities and allocate resources within budget requirements</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| Navigate the world of work | 3.2, 4.2                                                                  | <ul style="list-style-type: none"> <li>• Takes responsibility for compliance with legal, ethical and organisational requirements associated with design work</li> <li>• Maintains knowledge of industry standards in order to perform role</li> </ul>                                                                                                                                                                                                                                                                                  |
| Interact with others       | 2.3, 3.6, 4.1, 4.4                                                        | <ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and techniques when liaising with colleagues to provide information, present designs, seek feedback and gather current industry information</li> </ul>                                                                                                                                                                                                                                                                                               |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.3, 3.4, 3.6, 4.1, 4.4 | <ul style="list-style-type: none"> <li>• Develops ideas in response to parameters of a brief using independent research and experimentation</li> <li>• Develops a structured plan for the design process incorporating scheduling, resource allocation and required communication</li> <li>• Monitors progress and determines solutions to problems as they are encountered</li> <li>• Independently manages the development and refinement of the design process in documents that reflects personal style and originality</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version               | Code and title<br>previous version               | Comments                                                                                                 | Equivalence status |
|-------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------|
| CUAACD506 Refine 2-D design ideas and processes | CUVACD506A Refine 2-D design ideas and processes | 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 CUAACD506 Refine 2-D design ideas and processes

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### Performance Evidence

Evidence of the ability to:

- originate and refine concepts for two-dimensional (2-D) designs that address a brief
- plan, develop and document effective 2-D design solutions and design processes that meet project requirements
- use feedback and own initiative to further develop proficiency and practice in 2-D design work.

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:

- explain the techniques for creating 2-D designs in the particular area of work
- describe the basic principles of 2-D design
- describe physical properties and capabilities of the range of equipment, tools and materials used for 2-D design
- explain common presentation methods for finished 2-D designs
- outline work space requirements for the production of 2-D design, including set-up of work space for particular types of 2-D work
- describe typical issues and challenges that arise in the context of making 2-D designs
- outline the ethical, organisational and legislative requirements associated with 2-D designs.

### 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:

- work specifications and/or design brief
- information sources
- materials, equipment, tools and appropriate work space to produce design work
- interaction with relevant people.

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

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