



Australian Government

CUAACD508 Refine model making skills

Release: 1

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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 refine techniques for the development of three-dimensional (3-D) physical models.

It applies to individuals working across a range of media and industry contexts who use well developed technical and creative skills to build 3-D models independently or as part of a team. The model could be used as a way of testing or presenting ideas. In some cases the model may be a finished work or artistic piece.

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. Maintain professional practice	1.1 Comply with workplace expectations, and ethical and legal obligations in professional activities 1.2 Update information about creative approaches, techniques, materials and equipment relevant to model making 1.3 Identify techniques from other industries that could be applied to the development of scale models and make connections in own work 1.4 Source new ideas and trends through regular review of the work of others 1.5 Use feedback from others to improve own skills in design 1.6 Seek opportunities to develop technical and conceptual skills

ELEMENT	PERFORMANCE CRITERIA
2. Refine and consolidate own technique	2.1 Experiment with new techniques, materials and equipment when developing model making ideas 2.2 Identify strengths and weaknesses of various approaches through practice and play 2.3 Identify and select approaches best suited to own practice 2.4 Develop and document a design process that reflects own style and approach
3. Make models to professional standard	3.1 Interpret ideas, problem-solving tasks or briefs with creativity, accuracy and efficiency 3.2 Develop a clear plan and schedule for model making work 3.3 Select and assemble appropriate model making materials, tools, techniques and equipment consistent with specifications 3.4 Develop precise and accurate scale models as required 3.5 Identify opportunities for refinement and re-thinking and make adjustments as required 3.6 Communicate the design process and the final solution using detailed work documentation 3.7 Present maquettes and models that meet project requirements to key people

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	1.2, 1.4, 3.1, 3.3	Interprets and evaluates a range of visual and textual information to generate ideas, clarify design project requirements and maintain awareness of industry trends and practices
Writing	2.4, 3.2, 3.6	Develops and refines a range of detailed textual and visual documents using clear language and industry specific terminology
Oral communication	1.5, 3.7	- Uses detailed and clear language to present information to others - Uses active listening and questioning techniques to

		elicit information and confirm understanding
Numeracy	3.4	Interprets measurements for the production of models
Navigate the world of work	1.1, 1.2, 1.6	- Meets workplace expectations and takes responsibility for compliance with legal and ethical requirements associated with design work - Updates and maintains knowledge of model making practice in order to perform role
Get the work done	1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.7	- Sequences work to a plan, managing resource selection and assembly and the development and refinement of scale model designs and production processes to meet requirements - Selects practical strategies to enhance and support industry expertise including peer feedback, self-directed inquiry and review - Uses experimentation with new materials and techniques and critical analysis of outcomes to inform decisions - Presents resolved solutions that meet all requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAACD508 Refine model making skills	CUVACD508A Refine model making skills	Updated to meet Standards for Training Packages and clarify intent.	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 CUAACD508 Refine model making skills

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Performance Evidence

Evidence of the ability to:

- identify and explore new techniques, resources and materials and integrate into model making
- develop and refine models that meet project specifications and professional standards
- document the design process.

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:

- identify ways in which model making is used in a range of industry contexts
- describe the basic principles and techniques for model making
- outline physical properties and capabilities of the range of materials, tools and equipment used for model making
- describe presentation methods for finished models
- describe work space requirements for the production of models, including work space set-up for particular types of model making work
- describe typical issues and challenges that arise in the context of making scale models
- outline the ethical, organisational and legislative requirements associated with 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:

- projects that require construction of models

- tools, equipment and other resources required for constructing models.

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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