



Australian Government

CUAACD537 Refine 3-D design ideas and processes

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 5.0.

Application

This unit describes the skills and knowledge required to extend understanding and use of three-dimensional (3-D) design ideas and processes for the production of work at a professional level.

The unit applies to those who work with a wide and potentially complex range of ideas about 3-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 3-D design	1.1 Obtain design brief from required personnel 1.2 Research and explore information and generate ideas for design concepts 1.3 Develop initial design concepts consistent with aim of the work or specifications of the brief 1.4 Evaluate and explore options and materials that meet design brief requirements 1.5 Refine options and select approach that best meets design brief requirements
2. Plan design process	2.1 Develop clear plan and schedule for design realisation 2.2 Organise and allocate resources to meet design brief requirements 2.3 Discuss design process with others involved in design

ELEMENT	PERFORMANCE CRITERIA
	realisation as required 2.4 Monitor process and confirm purpose and quality of the design is maintained 2.5 Identify difficulties or problems and take action to rectify as required 2.6 Maintain documentation according to organisational policies and procedures
3. Refine and consolidate process	3.1 Develop 3-D designs and design processes that meet design brief requirements 3.2 Develop and document design process that reflects own style and approach 3.3 Identify opportunities for refinement and review and make adjustments as required 3.4 Communicate the design process and final solution according to design brief requirements and organisational policies and procedures 3.5 Prepare and present 3-D design solutions to required personnel
4. Maintain expertise	4.1 Improve own design skills using feedback from others 4.2 Maintain currency of industry standards and seek opportunities to further develop technical and conceptual skills 4.3 Source new ideas and trends through regular review of the work of others 4.4 Keep informed about new creative approaches, techniques, materials and equipment for 3-D design

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	Interprets and evaluates different visual and textual information to generate ideas, identify requirements of design projects and maintain awareness of industry trends and practices
Writing	Develops and refines different detailed textual and visual documents using clear language and industry specific terminology
Oral Communication	- Presents and shares information with others using detailed and clear language - Elicits information and confirms understanding using active listening

SKILL	DESCRIPTION
	and questioning techniques
Numeracy	• Performs mathematical calculations to schedule work activities and allocate resources within budget requirements
Self-management	• Takes responsibility for compliance with legal, ethical and organisational requirements associated with design work
Teamwork	• Selects and uses appropriate conventions and techniques when liaising with colleagues to provide information, present designs, seek feedback and gather current industry information
Planning and organising	• Develops a structured plan for the design process incorporating scheduling, resource allocation and required communication • Independently manages the development and refinement of the design process in documents that reflects personal style and originality
Problem-solving	• Monitors progress and determines solutions to problems as they are encountered
Initiative and enterprise	• Develops ideas in response to parameters of a brief using independent research and experimentation

Unit Mapping Information

Supersedes and is equivalent to CUAACD507 Refine 3-D design ideas and processes.

Links

Companion Volume Implementation Guide is found on VETNet: -

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

Assessment Requirements for CUAACD537 Refine 3-D design ideas and processes

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan, develop and document effective 3-D design solutions and design processes that meet project requirements.

In the course of the above, the candidate must:

- originate and refine concept for three-dimensional (3-D) designs
- apply applicable ethical, organisational and legislative requirements to design activities
- use feedback and own initiative to extend proficiency and practice in 3-D design work.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- techniques for creating 3-D designs in the particular area of work
- basic principles of 3-D design
- physical properties and capabilities of different equipment, tools and materials used for 3-D design
- common presentation methods for finished 3-D designs
- work space requirements for producing 3-D design, including set-up of work space for particular types of 3-D work
- typical issues and challenges that arise in the context of making 3-D designs
- ethical and organisational requirements associated with 3-D designs.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- work specifications and/or design brief
- information sources
- equipment and tools and appropriate work space to produce design work
- interaction with others.

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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