



Australian Government

CUAGR605 Develop graphic designs for the built environment

Release: 1

CUAGRD605 Develop graphic designs for the built environment

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 combine creative and technical design expertise with a sound grasp of the particular factors that apply to signage and other built environment designs.

It applies to individuals working as graphic designers who are likely to be members of a collaborative creative team. They may create logos and signs on building interiors and exteriors, directional signage in streets, transport terminals and retail outlets, or promotional signage in any of these contexts.

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

Unit Sector

Visual communication – graphic 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. Interpret creative briefs	1.1 Analyse creative briefs in terms of key communication objectives for the built environment project 1.2 Evaluate the broader context for the design work 1.3 Develop shared understandings of design requirements with relevant people 1.4 Negotiate and confirm practical considerations, including schedule and budgetary requirements
2. Evaluate the context for design work in the built	2.1 Consider current trends and thinking about design for the built environment

ELEMENT	PERFORMANCE CRITERIA
environment	2.2 Assess the ways that people engage with different types of signage 2.3 Evaluate the current aesthetic and functionality qualities of locations for design work 2.4 Obtain and analyse relevant technical data for the design 2.5 Evaluate key sustainability issues for incorporation into design 2.6 Assess and respond to regulatory requirements for design in the built environment
3. Generate and assess ideas	3.1 Identify and source references to assist development of design in the built environment 3.2 Explore ideas for designs that enhance the overall visual quality of the environment 3.3 Evaluate opportunities offered by current signage technologies 3.4 Link signage with the broader organisational identity 3.5 Collaborate with others to make the best use of their contributions to ideas 3.6 Reflect on ideas for technical, creative and budgetary implications 3.7 Refine and select approaches that best balance the overall needs of the brief
4. Develop designs for the built environment	4.1 Develop designs from initial concepts ensuring that all production and design factors are taken into account 4.2 Realise designs using aesthetic and technical expertise to develop workable solutions 4.3 Use testing, creative collaboration and refinement throughout the design process 4.4 Consult other experts on relevant technical, legal and business requirements
5. Finalise designs for the built environment	5.1 Negotiate modifications and amend designs 5.2 Develop accurate and comprehensive documentation to support the production process 5.3 Present final designs and documentation to relevant personnel for confirmation
6. Evaluate design work and process	6.1 Evaluate completed designs in terms of success in meeting objectives 6.2 Assess the work against other creative, technical and business

ELEMENT	PERFORMANCE CRITERIA
	considerations 6.3 Analyse and evaluate feedback from client and others 6.4 Reflect on own role in design process and note areas for future improvement 6.5 Develop strategies for further development of 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	6.4, 6.5	Uses reflection to analyse own performance and determine effective strategies for further skill enhancement
Reading	1.1, 1.2, 2.4, 2.6, 3.1	Interprets and assesses complex textual and visual information to develop responses to creative briefs
Writing	1.3, 5.2	- Composes and edits text to communicate effectively with project personnel selecting appropriate vocabulary, structure and format - Develops detailed documentation to convey all production process requirements and outcomes
Oral Communication	1.3, 1.4, 3.5, 4.4, 5.1, 5.3	- Participates in discussions with others to determine project objectives and related information using appropriate, detailed and clear language - Uses listening and questioning skills to clarify and confirm understanding - Presents detailed information using language, tone and pace appropriate to audience and purpose
Numeracy	1.4, 3.6	Interprets numerical information and applies calculations to accommodate work within budgetary considerations and workplace schedules
Navigate the world of work	2.5, 2.6, 4.4	Considers the implications of legal, sustainability and regulatory requirements when negotiating and planning work with the assistance of expert opinion
Interact with others	1.3, 1.4, 3.5, 4.4, 5.1, 5.3	Selects and uses appropriate communication methods and practices to foster a collaborative approach to project work, clarifying objectives, negotiating shared

		outcomes, seeking feedback and specialist advice • Demonstrates sophisticated control over oral and/or written formats to present information
Get the work done	1.4, 2.1-2.3, 3.1-3.4, 3.6, 3.7, 4.1-4.3, 5.1, 5.3, 6.1-6.3	• Takes responsibility for own workload and negotiates some key aspects with others • Plans sequential stages of production and applies creative and technical skills and judgment to execute feasible designs that are refined, modified and amended with input from others • Makes a range of critical and non-critical decisions in relatively complex situations, taking into account the balance between aesthetic and technological opportunities and practical constraints • Systematically evaluates work for success in meeting project objectives, considering project parameters and feedback, and identifies improvement opportunities • Explores and develops new and innovative ideas through experimentation, analysis and critical thinking to develop and improve design approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAGRD605 Develop graphic designs for the built environment	CUVGRD605A Develop graphic designs for the built environment	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 CUAGRD605 Develop graphic designs for the built environment

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Performance Evidence

Evidence of the ability to:

- interpret objectives and requirements of built environment project briefs
- conceive and realise graphic design solutions that fulfil creative, technical and budgetary requirements for a range of built environment projects
- communicate and collaborate effectively with others in:
 - concept development
 - design production and refinement
 - presentation and review
 - addressing technical, creative or organisational issues
- review final work for success in meeting creative, technical and client objectives
- identify strategies to further develop own skills.

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:

- summarise current trends and ideas in design for the built environment
- identify key people involved in built environment projects, and outline their typical roles, responsibilities and interrelationships, in relation to the graphic designer
- discuss different types of signage and built environment projects and the particular considerations that apply
- outline ways in which consumers respond to signage
- explain production factors for different types of signage and how they impact on the design process
- identify sources of ideas for built environment designs
- describe ways visual impact is achieved in design for the built environment

- explain how critical and creative thinking techniques can be used as part of the design process
- explain legislative and regulatory issues that affect design in the built environment, including particular council requirements and duty of care
- clarify intellectual property issues and legislation in relation to designs for the built environment
- explain sustainability issues related to materials and cost for signage and how they impact on graphic design.

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:

- graphic design technologies
- opportunities for collaboration 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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