



Australian Government

CUAPRP501 Design props

Release: 2

CUAPRP501 Design props

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to interpret creative briefs and develop prop designs for productions in the screen, media, entertainment and events industries.

Individuals who apply these skills are expected to display a high level of initiative, judgement and responsibility as they negotiate creative solutions to design briefs with clients and production personnel.

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

Unit Sector

Visual communication – props

Elements and Performance Criteria

Elements	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 performance outlines or scripts to determine overall production concepts 1.2 Participate in preliminary concept meetings with relevant personnel to discuss prop requirements for productions 1.3 Identify factors that may affect the process of designing props 1.4 Discuss and agree on the role of designers in the production

	process
2. Conduct and evaluate research	2.1 Identify and source references that may inform the design process 2.2 Critically analyse sources and references in current design projects 2.3 Take account of the impact and potential of new and emerging technologies to inform designs 2.4 Collect, collate and adapt materials to develop initial design concepts 2.5 Obtain copyright clearance for material as required
3. Generate and assess ideas	3.1 Generate a range of design ideas that respond to briefs and provide creative solutions to technical issues 3.2 Discuss ideas and collaborate with relevant personnel to seek contributions of ideas to initial concepts 3.3 Continuously reflect on and appraise ideas for budget and time implications , technical feasibility, and suitability to meet brief
4. Develop and document designs	4.1 Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated into the design process 4.2 Reach agreement with relevant personnel on artistic interpretation of design 4.3 Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings, and ongoing reflection and discussion 4.4 Develop technically feasible prop designs that meet creative production requirements 4.5 Organise or undertake testing and experimentation with selected prop designs 4.6 Document designs according to organisational procedures
5. Finalise designs	5.1 Present draft prop construction plans and specifications to relevant colleagues in an appropriate format 5.2 Participate in initial and ongoing evaluations of designs and construction plans 5.3 Negotiate and agree on modifications to designs and amend accordingly 5.4 Agree to final designs and produce accurate and comprehensive documentation to support implementation in line with production schedules

	5.5 Present final designs, plans and specifications within agreed timeframe and confirm that production requirements have been met
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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, 1.3, 2.1, 2.2, 2.3, 4.3	Organises, evaluates and critiques ideas and information from a range of complex written sources
Writing	4.4, 4.6, 5.1, 5.4	Generates appropriate prop design documentation
Oral communication	1.2, 1.3, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4	- Seeks the views and opinions of others - Obtains information by listening and questioning - Discusses ideas and solutions - Uses clear language to contribute information and express requirements
Numeracy	3.3, 4.3	- Calculates size, volume and ratio when developing designs - Calculates cost of planned approach based on identified unit prices for required material
Navigate the world of work	1.2, 1.3, 1.4, 2.5, 3.3, 4.4, 4.6, 5.1, 5.5	- Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes - Takes responsibility for satisfying copyright requirements - Applies organisational procedures when designing props
Interact with others	1.2, 1.3, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4	- Responds to and draws on others' perspectives when negotiating the design of props - Collaborates in the design process to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion

Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5	• Uses a combination of logical planning processes and an understanding of context to identify relevant information and risks, and evaluates alternative strategies and resources • Considers whether, and how, others should be involved, often using consultative or collaborative processes as an integral part of the decision-making process • Invests time in developing and shaping several options before making a final choice, using a combination of lateral and analytical thinking to tailor an idea to suit needs, resources and constraints • Manages time efficiently to complete tasks within deadlines • Applies knowledge of new and emerging technologies to the design process • Produces technical drawings using computer-aided design (CAD) applications • Uses standard word processing and spreadsheet applications to prepare workplace documentation
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPRP501 Design props (Release 2)	CUAPRP501 Design props (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	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 CUAPRP501 Design props

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Performance Evidence

Evidence of the ability to:

- design props for at least one production that satisfy production requirements and technical, budget and time constraints
- undertake research to inform the prop design process and creative response to design briefs
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- explain how copyright, moral rights and intellectual property legislation apply to prop design
- describe industry trends and developments relevant to prop design
- provide examples of ethical standards and protocols that designers in the cultural industries should observe when designing props
- explain how the principles and techniques of design and script breakdown apply when designing props
- explain the relationship between production scheduling and the design process
- describe the role of prop design within the overall artistic direction of productions
- describe the relationship between prop designers and other production personnel.

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 production scripts or performance outlines on which prop designs can be based.

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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