



Australian Government

Department of Education, Employment and Workplace Relations

CUVDSP04A Research and apply the history and theory of design to design practice

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to research and analyse the history and theory of design for application to design practice. This is a core unit for designers and provides underpinning skills and knowledge development for all units of this level.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Element	Performance Criteria
1 Research design history and theory	1.1 Identify relevant sources of information on design history and theory
	1.2 Use formal and informal research techniques appropriately to access information
	1.3 Organise research materials and findings for current and future use in design practice by self and others in a manner which facilitates easy access and cross-referencing
2 Link research to design practice	2.1 Critically evaluate information in the context of current design practice and philosophy
	2.2 Assess ways in which aspects of design history and theory may be adapted, challenged for current practice
	2.3 Develop positions in relation to design history and theory to inform current practice
3 Update and maintain knowledge of design trends	3.1 Identify and use opportunities to update and expand knowledge of design trends and developments
	3.2 Incorporate and integrate knowledge into design activities

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

general knowledge of sources of information on design history and theory relevant to own practice

information organisation practices and their application

general knowledge about the evolution of design

current trends in design

copyright, moral rights and intellectual property issues and legislation and their impact on design practice

literacy skills sufficient to interpret and communicate historical and theoretical information in a design context.

Linkages to other units

This unit underpins a range of other design units and combined assessment and/or training with those units would be appropriate, for example:

CUVDSP01A - Source and apply design industry knowledge.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

general knowledge of the history and theory of design and how this may be applied in design practice

application of research and analytical skills to inform design practice.

Method and context of assessment

The assessment context must provide for:

project or work activities that allow the candidate to research and apply information on the history and theory of design to specific contexts and work activities.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

questioning and discussing

review of a presentation made by the candidate

evaluation of how history/theory have been integrated into a design project undertaken by the candidate

review of portfolios of evidence

third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those which interrupted schooling).

Resource requirements

Assessment of this unit requires access to information on the history and theory of design.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (2)

Analysing information.

Communicating ideas and information (2)

Presenting own position.

Planning and organising activities (2)

Organising material for use in work.

Working with others and in teams (2)

Discussing and debating.

Using mathematical ideas and techniques N/A

Not Applicable

Solving problems (2)

Adapting and adjusting work in the light of research.

Using technology (1)

Using technology for research.

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Using mathematical ideas and techniques N/A

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Solving problems (2)

Adapting and adjusting work in the light of research.

Using technology (1)

Using technology for research.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Sources may include:

scientific texts
historical texts
oral histories
journal articles
secondary texts
images, objects
film, web
technical or medium-specific information stories.

Information may relate to:

philosophy
world histories
histories of art, craft and design
cultural issues
spiritual concerns
linguistics
aesthetics
politics
gender and identity issues
land and place
signs and symbols
criticism
new technologies
light.

Organising research materials may involve the use of:

files
indices
data base
charts
diagrams
data base.

Critically evaluating may include:

comparing
contrasting
reflecting
critiquing
considering merit
discussion and debate.

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Unit Sector(s)

Not applicable.