



Australian Government

Department of Education, Employment and Workplace Relations

CUVGRD501A Research visual communication history and theory

Release: 1

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Modification History

Version	Comments
CUVGRD501A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research visual communication history and theory and to apply that research to own professional practice.

Application of the Unit

Visual communication professionals inform and enrich their practice through their understanding of history and theory. It provides context, inspiration and reference for contemporary design solutions.

Depending on the nature of the practice, history and theory may relate to a particular period of time, a particular aspect of visual communication, or be broader in nature.

At this level, research is an independent activity, with some guidance and mentoring as required.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Select focus for research	1.1 Select a focus for visual communication research based on specific needs and perspectives 1.2 Challenge own assumptions and preconceptions about the research process and potential information sources 1.3 Select relevant historical and contemporary sources for investigation
2. Conduct critical analysis	2.1 Identify and investigate issues and ideas in the development of visual communication 2.2 Evaluate ways in which meanings, messages and information are communicated in both a historical and contemporary content 2.3 Seek out and compare the critical views of others in chosen area of inquiry 2.4 Allow the process of analysis to take exploration of issues in new and potentially unintended directions
3. Present ideas about visual communication history and theory	3.1 Develop substantiated opinions and ideas about visual communication history and theory 3.2 Make informed contributions to professional discussions of visual communication practice as a result of research 3.3 Present ideas in writing with clarity and accuracy
4. Develop own practice from research	4.1 Determine potential for integration of research findings into own work 4.2 Relate visual communication history and theory to business practice considerations 4.3 Recognise connections and associations between history, theory and contemporary practice 4.4 Develop relevant ideas about how research impacts on own professional practice and its future direction

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - articulate ideas about visual communication history and theory
 - present complex information and ideas in writing
- literacy skills to interpret varied information sources dealing with potentially complex ideas
- initiative and enterprise skills to use, challenge and adapt research to develop own professional practice
- planning and organising skills to set up and undertake a research process
- learning and self-management skills to use the research process as a professional development tool.

Required knowledge

- ways of selecting a meaningful individual research focus to support professional practice
- history of visual communication and key milestones in its development
- contemporary trends and practices in visual communication
- impacts of technology on visual communication, in historical and contemporary contexts
- fundamental components of visual communication
- opportunities offered by history and theory in terms of value to a developing professional practice in visual communication
- intellectual property issues and legislation and how they relate to the research process.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • select appropriate research focus based on professional needs • draw ideas and information from research to guide professional practice • present clear ideas in writing • communicate in an informed way about visual communication history and theory.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of visual communication history and theory information sources • interaction with others as part of the discussion process, which may be physical or virtual.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of presentation or documentation prepared by the candidate explaining research processes and how issues surrounding history or theory have been incorporated into work • case studies to assess ability to research and use different types of information • questioning and discussion about candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. 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 with interrupted schooling).
Guidance information	Holistic assessment with other units relevant to the industry

for assessment	sector, workplace and job role is recommended.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Visual communication research may relate to:	• history of visual communication: • key stages of development • technology • interactions with other modes of communication • internet • particular aspects of visual communication: • colour • drawing • images • photography • signs • typography • visual communication in a particular cultural context.
Specific needs and perspectives may be influenced by:	• commercial aspirations or requirements • discussions and ideas of others • previous research • techniques used in own practice • requirements of a particular work project • use of technology.
Assumptions and preconceptions may relate to:	• how information is presented • level of formality required in the research process • own preconceptions • preconceptions of others • what types of research are acceptable • where to find information.
Historical and contemporary sources may include:	• artworks • commercial brief • critical writing • events • exhibitions • experiences of self or others • films • images

	• internet • music • objects • other people • performances • presentations • printed texts • technical information.
Others may include:	• artists • creative directors • designers • peers • teachers.
New and potentially unintended directions may be those which:	• challenge preconceptions about work process and outcomes • generate completely new ideas • lead the individual to work with different tools and technologies • take the individual back to earlier ideas.
Substantiated opinions and ideas are:	• grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others (e.g. peer review) • supported by relevant information.
Integration of research findings may relate to:	• design strategies • ideas and themes • materials • media • motifs • processes • styles • techniques • technologies.
Business practice considerations may relate to:	• marketing and promotion of work • need for collaboration • need for further research and development time • new opportunities • use of technology.

Unit Sector(s)

Visual communication – graphic design

Custom Content Section

Not applicable.