



Australian Government

Department of Education, Employment and Workplace Relations

CUVGRD502A Produce graphic designs for 2-D and 3-D applications

Release: 1

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Modification History

Version	Comments
CUVGRD502A	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 plan and produce a body of two-dimensional (2-D) and three-dimensional (3-D) graphic design work in response to a variety of visual communication challenges that shows a well-developed command of relevant software programs as well as the creative ability to generate ideas to meet different needs. It involves a combination of well-developed technical, conceptual and organisational skills.

Application of the Unit

Graphic designers work in many different industry contexts. They may be employed in graphic design studios, commercial printing companies, advertising agencies, book and magazine publishers, television stations or in the marketing division of any business. Graphic designers also frequently offer their services on a freelance basis.

This unit reflects the professional requirement for a substantial body of work. At this level, work is undertaken independently, but in response to established design briefs. Mentoring and guidance is available as required.

Specialised applications of 3-D skills (e.g. in design for packaging) are found in separate units.

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. Interpret briefs for 2-D and 3-D work	1.1 Confirm the objectives of the work based on the design brief 1.2 Evaluate design brief specifications 1.3 Source and evaluate other information pertinent to design brief
2. Collaborate and liaise with others	2.1 Identify relevant people who contribute to the design process 2.2 Enhance the design process through collaboration with others as required 2.3 Be open to critical analysis of own work by others 2.4 Proactively seek and act on feedback
3. Develop and present ideas for 2-D and 3-D work	3.1 Inform ideas for work through exploration of a range of sources 3.2 Evaluate ideas and options for meeting the brief using critical and creative thinking approaches 3.3 Experiment with techniques, equipment and media as a mechanism for developing ideas 3.4 Consider new and different approaches to format, type and visuals 3.5 Evaluate and review ideas for technical feasibility and suitability for communicating key messages 3.6 Produce and present visual representations of the design proposal 3.7 Support visual representation with coherent written information
4. Plan and organise the production of work	4.1 Assess specific processes, materials and technologies needed to realise technical and creative aspects of proposed designs 4.2 Determine and organise the financial, physical and other resources required to complete the project 4.3 Develop a realistic timeframe for the production of work 4.4 Evaluate and respond to possible project constraints and risks 4.5 Monitor the project workflow against the plan 4.6 Develop production specifications supported by accurate and complete documentation

5. Realise 2-D and 3-D designs	5.1 Fulfil the objectives of the brief by extending skills with selected processes, materials and technologies 5.2 Manipulate format, type and visual elements to achieve desired effects 5.3 Work confidently with the <i>elements and principles</i> of design 5.4 Engage in ongoing evaluation and refinement of creative and technical aspects 5.5 Apply safe work practices during the production process
6. Finalise artwork	6.1 Prepare artwork to meet technical production specifications 6.2 Create documentation to support the final artwork 6.3 Conduct final checks and proofing processes 6.4 Make necessary adjustments and confirm final artwork with others as required
7. Evaluate own work	7.1 Review work in progress and final work against requirements of the brief 7.2 Identify and respond to <i>opportunities for refinement and re-thinking</i> 7.3 Evaluate <i>efficiency and effectiveness</i> of the work process 7.4 Reflect on completed work in terms of own professional practice and skill development needs

Required Skills and Knowledge

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

Required skills

- communication skills to collaborate with others as part of the creative process, either physically or virtually
- critical thinking and analytical skills to:
 - evaluate, distil and select ideas for application to particular design briefs
 - evaluate own work in terms of its technical and creative quality
- initiative and enterprise skills to recognise and act on opportunities for refinement and enhancement
- literacy skills to:
 - interpret information dealing with complex or abstract ideas
 - document work in ways that communicate processes and ideas
- learning skills to proactively evaluate own work and act on professional development needs
- numeracy skills to calculate project costs
- problem-solving skills to:

tease out themes and issues, and to respond with a range of ideas

- resolve conceptual and technical issues that arise in graphic design projects
- self-management and planning skills to plan and coordinate graphic design work from initial concept to realisation
- technology skills to work with current graphic design software programs.

Required knowledge

- design terminology in general, and graphic design terminology in particular
- considerations for 2-D and 3-D graphic design work
- historical, current and emerging theories and ideas about visual communication
- colour management techniques and theory, manual or digital
- typographic theory and practice
- pre-press processes and their relevance to the graphic design process
- costing processes for graphic design work
- typical visuals incorporated into graphic design work and the techniques for incorporating and manipulating them
- critical and creative thinking techniques and how they work in the context of graphic design practice
- typical problems that occur during the graphic design process, and how to avoid or resolve them
- current and emerging practice for documenting and presenting graphic design work
- basic project management techniques, particularly in relation to work planning, time management and resource management
- intellectual property issues and legislation associated with graphic design practice
- sustainability issues associated with the tools and materials used in graphic design
- OHS requirements for graphic design work.

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: • produce a body of graphic design work that meets the creative and technical requirements of a range of design briefs, including both 2-D and 3-D work • demonstrate a well-developed command of techniques, processes and current technologies • take account of industry required timeframes for design work • evaluate and communicate about own work in an informed and critical way • present written information to support graphic design work • apply knowledge of the design process.
Context of and specific resources for assessment	Assessment must ensure access to: • appropriate technology and other resources for the production of graphic design work.
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 a body of graphic design work produced by the candidate • evaluation of processes used by the candidate to conceive, plan and realise the work • direct observation of work in progress, including use of software tools • evaluation of a candidate's visual diary or other forms of documentation showing the development of the designs • group peer review of the 2-D and 3-D work • 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 for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.

Objectives may relate to:	• audience characteristics • broader marketing strategies • business performance measures • community participation or response • competition criteria • creative criteria • timeframe • triple bottom line (people, planet, profit).
Design briefs may be:	• diagrammatic • verbal • visual • written.
Specifications may relate to:	• cost • delivery platform • environmental sustainability • material characteristics • quantity • technical requirements • technology • timeframe.
Other information pertinent to design briefs may relate to:	• client's organisational background • conflicting demands • considerations, such as: • contractual • copyright • ethical • legal • health and safety considerations • historical information • product characteristics and statistics • style considerations • subject matter.
Relevant people may	• clients

include:	• employers • end users • mentors • other artists and designers • peers • potential customers • supervisors • teachers • technical experts.
Collaboration may be:	• face-to-face • virtual.
Sources may include:	• art and design texts • exhibitions, museums and galleries • films and documentaries • images, objects and artworks • internet • journal articles • own experience • performances and presentations • technical or medium-specific information • writings of art critics, cultural theorists, philosophers and social commentators.
Critical and creative thinking approaches may include:	• blog or wiki • brainstorming: • bulletin board • buzz session • computer-aided • sequencing • stop and go • daydreaming and mental wandering • discussion • Edward de Bono's Six Thinking Hats • graphic organisers: • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • sketching

	• social networking • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads.
<i>New and different approaches</i> may relate to experimentation with:	• colour • imagery • layout • new software • type.
<i>Technical feasibility</i> may relate to:	• delivery platform: • CD • DVD • film • internet • mobile phone • print media.
<i>Visual representations</i> may be:	• computer-aided drawing • mock-ups • models • presentations • sketching • technical drawing.
<i>Coherent written information</i> may be:	• explanatory notes • research findings • return brief.
<i>Processes, materials and technologies</i> may include:	• digital imaging • drawing • handbuilding • illustration • lettering • scanning • software applications for: • page layout (e.g. InDesign or Quark) • raster image manipulation (e.g. Photoshop) • vector image production (e.g. Illustrator or FreeHand) • web interactivity and animation (e.g. Macromedia)

	Suite).
Realistic timeframe takes account of:	• availability of materials • complexity of the work • client needs • other commitments • potential for external factors to impact • sponsor requirements.
Project constraints and risks may relate to:	• budget • safety requirements • saleability • time.
Production specifications may relate to:	• file formats • media type.
Documentation may include:	• checklists • digital presentation • final drawings • illustrations • photographs • plans • record of the work process, including: • initial ideas • input from others • practice pieces • visual diary • written rationale or description.
Elements and principles relate to:	• alignment • balance • coherence • colour • composition • contrast • direction • dominance • emphasis • form • line • movement • pattern • positive and negative space • proportion

	• proximity • repetition • rhythm • shape • simplicity and complexity • subordination • texture • unity.
<i>Opportunities for refinement and re-thinking</i> may relate to:	• collaboration • ideas • materials • processes • techniques • workflow.
<i>Efficiency and effectiveness</i> may relate to:	• completion on budget • completion on time • quality of the work • success in communicating ideas • technical standard of work.

Unit Sector(s)

Visual communication – graphic design

Custom Content Section

Not applicable.