



Australian Government

Department of Education, Employment and Workplace Relations

CUVGRD504A Create and manipulate graphics

Release: 1

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Modification History

Version	Comments
CUVGRD504A	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 create and manipulate graphics by using a combination of creative design skills and technical software proficiency.

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.

Graphic designers need to be able to create original graphics as well as work with graphic objects created by others. At this level, the designer works independently, with mentoring and guidance available 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. Analyse design needs	1.1 Confirm communication objectives for the graphics work based on the design brief and consultation with relevant people as required 1.2 Evaluate design brief specifications 1.3 Source and evaluate other information pertinent to the project
2. Develop and refine ideas for graphics	2.1 Identify relevant sources and conduct research to inform ideas for graphics 2.2 Consider the opportunities and constraints offered by different techniques and technologies 2.3 Assess the relationship of the graphic objects to the other elements of the design 2.4 Create and refine ideas and options by working with the fundamental elements and principles of design 2.5 Refine ideas through use of ongoing technical experimentation 2.6 Evaluate and select approaches based on their potential to meet the communication need 2.7 Produce and present visual representations of design ideas and communicate with others to confirm as required
3. Manipulate graphic objects	3.1 Create graphic objects based on selected ideas 3.2 Manipulate, edit and enhance objects through use of an extended range of tools and features 3.3 Integrate graphics with other visual design elements 3.4 Identify and resolve technical problems based on developing expertise 3.5 Achieve desired outcomes through application of design skills and technical expertise 3.6 Establish and follow safe work practices in the work process
4. Finalise technical aspects of graphics work	4.1 Edit and refine graphics to meet technical requirements 4.2 Follow correct protocols for saving, exporting and storing files 4.3 Establish appropriate file formats for output
5. Evaluate graphics work	5.1 Critique graphics from both a technical and aesthetic perspective in the context of the design objectives

	5.2 Seek feedback from others as required, and make appropriate adjustments
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Required Skills and Knowledge

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

Required skills

- communication skills to liaise with others about work requirements
- critical thinking and analytical skills to:
 - interpret and respond to a design brief
 - evaluate information from a wide range of sources to develop design ideas
- initiative and enterprise skills to consider new and different ways of achieving required design outcomes
- literacy skills to interpret technical information associated with using software programs at an advanced level
- planning and organising skills to develop and monitor a logical workflow for the technical design process
- problem-solving skills to identify and resolve technical and conceptual issues with graphics
- numeracy skills to use numerical aspects of software programs
- self-management skills to plan and coordinate own work
- technology skills to:
 - use the advanced features of a range of industry-current software programs
 - manage files and file formats.

Required knowledge

- ways that graphics are used within different types of communication, including corporate, editorial and promotional communication
- sources of information for developing ideas about different graphics options
- current range of software programs available to graphic designers and the opportunities and constraints of different technologies
- different graphic file formats and how and why these are used in different contexts
- technical requirements for the manipulation and formatting of varying visual components and file types, including:
 - bitmap images
 - charts
 - graphics
 - page layouts
 - text
 - vector graphics
- file management protocols and procedures for a range of publications, both print and web-based
- intellectual property issues to be considered in the context of graphic design work
- OHS requirements as they apply to the use of computer and keyboard for periods of time.

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: • create original graphics for at least two different graphic design projects • use an extended range of tools and features of relevant software with a high level of technical proficiency • integrate technical and creative processes to produce outcomes that meet design objectives.
Context of and specific resources for assessment	Assessment must ensure access to: • industry-current graphic design software.
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 audience response to graphics produced by the candidate • evaluation of processes used by the candidate to develop the work • evaluation of technical aspects of the graphics • 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 graphics created by the candidate • 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, for example: • CUVGRD505A Design and manipulate complex layouts.
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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.

Communication objectives may be to:	• challenge • compare • contrast • entertain • inform • inspire • motivate • persuade.
Design briefs may be:	• diagrammatic • verbal • visual • written.
Relevant people may include:	• clients • employers • end users • mentors • other artists and designers • peers • potential customers • supervisors • teachers • technical experts.
Specifications may relate to:	• cost • delivery platform • environmental sustainability • material characteristics • quantity • technical requirements • technology • timeframe.
Other information may relate to:	• client's organisational background • conflicting demands • considerations, such as:

	• contractual • copyright • ethical • legal • historical information • product characteristics and statistics • style considerations • subject matter.
Sources may include:	• art and design texts • corporate information • films • images • internet • exhibitions • own experience • previous iterations • technical data.
Opportunities and constraints may relate to:	• audience capacity or skills • cost • own level of technical expertise • potential for innovative approaches • technical feasibility • time.
Fundamental 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 or complexity • subordination • texture • unity.
Technical experimentation may involve:	• challenging established ways of doing things • combining different approaches • using new features and tools.
Visual representations may be:	• computer-aided drawing • mock-ups • models • presentations • sketching • technical drawings.
Tools and features may include:	• adjusting strokes and fills • alignment tools • applying envelopes • blending • clipping • compound objects • cutting, extending and closing paths • duplicating • filters and special effects • gradients and mesh • joining paths • modifying paths • moving in increments • other object manipulation tools and features • reshaping • scaling, rotating, skewing and distorting • slicing and cutting • specialty fills and swatches • stroke and outline adjustments • transforming • transparency • trim, merge and outline • warping.
Safe work practices may relate to:	• ergonomics • use of consumables.
Technical requirements	• bleed • colour

may relate to:	• compression • export options • formats • layering • linking • metadata tags • resolution • spread and choke traps.
<i>File formats</i> may include:	• encapsulated postscript (EPS) • graphic interchange format (GIF) • joint photographic experts group (JPEG) • native format • other suitable formats • portable document format (PDF) • portable network graphics (PNG) • tagged image file format (TIFF).

Unit Sector(s)

Visual communication – graphic design

Custom Content Section

Not applicable.