



Australian Government

Department of Education, Employment and Workplace Relations

CUVGRD605A Develop graphic designs for the built environment

Release: 1

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Modification History

Version	Comments
CUVGRD605A	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 combine creative and technical design expertise with a sound understanding of the particular factors that apply to signage and other built environment designs.

Application of the Unit

Graphic designers working on built environment projects may create logos and signs on building interiors and exteriors, directional signage in streets, transport terminals and retail outlets, or promotional signage in any of these contexts. There are links between this role, architecture, building design and urban design. However, this unit does not include the skills and knowledge required in those professional areas.

Although designers at this level work with a high degree of autonomy, they are still likely to be members of a collaborative creative team.

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 creative briefs	1.1 Analyse creative briefs in terms of key communication objectives for the built environment project 1.2 Develop an understanding of the broader context for the design work 1.3 Develop shared understandings of design requirements with relevant people 1.4 Negotiate and confirm practical considerations, including schedule and budgetary requirements
2. Evaluate the context for design work in the built environment	2.1 Consider current and emerging trends and thinking across key areas of design for the built environment 2.2 Assess the ways that audiences engage with signage of different types 2.3 Evaluate locations for design work in terms of current aesthetic and functionality 2.4 Obtain and analyse relevant technical data that inform design 2.5 Evaluate key sustainability issues for incorporation into design 2.6 Assess and respond to regulatory requirements that affect design in the built environment
3. Generate and assess ideas	3.1 Identify and source references that inform design in the built environment 3.2 Explore ideas for designs that enhance the overall visual amenity of the environment 3.3 Evaluate opportunities offered by both current and emerging technologies for signage 3.4 Acknowledge and integrate relationships between signage and broader organisational identity 3.5 Maximise contributions of others through collaboration on ideas as required 3.6 Reflect on ideas for technical, creative and budgetary implications 3.7 Refine and select approaches that best balance the overall needs of the brief
4. Develop designs for the built environment	4.1 Develop designs from initial concepts ensuring that all production and design factors are taken into account 4.2 Realise designs from initial ideas by working confidently

	with the <i>elements and principles of design</i> 4.3 Combine conceptual and technical expertise to develop workable solutions 4.4 Engage in an ongoing process of testing, <i>creative collaboration and refinement</i> during the design process 4.5 Engage with <i>other experts</i> on relevant technical, legal and business requirements
5. Finalise designs for the built environment	5.1 Negotiate and agree to modifications and amend designs as required 5.2 Develop accurate and comprehensive <i>documentation</i> to support the production process 5.3 Present final designs and documentation to relevant personnel and confirm
6. Evaluate design work and process	6.1 Evaluate completed designs in terms of <i>success</i> in meeting objectives 6.2 Assess the work against other creative, technical and business considerations 6.3 Analyse and evaluate feedback from client and others 6.4 Reflect on own role in design process and note areas for future improvement 6.5 Develop strategies for further development of own skills

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - interpret and clarify written proposals and creative briefs
 - work collaboratively on complex ideas and projects
 - present ideas for discussion and feedback
 - produce accurate and detailed design and construction documentation for signage and other built environment designs
- critical thinking and analytical skills to:
 - evaluate communication needs and develop sophisticated design solutions
 - distil key ideas and approaches from complex and varying information and ideas
- initiative and enterprise skills to see opportunities for new and creative approaches to design challenges in the built environment
- literacy skills to engage with potentially complex information at an advanced level
- self-management and organisational skills to:
 - take responsibility for the design challenge
 - meet responsibilities within a collaborative project
- problem-solving skills to take ownership of complex technical and conceptual challenges and develop creative solutions in response
- numeracy skills to interpret and work within project budgets
- technology skills to:
 - use the advanced features of current graphic design software programs
 - use the internet as a research tool.

Required knowledge

- current and emerging trends and ideas in the area of design for the built environment
- key people involved in built environment projects, and their typical roles, responsibilities and interrelationships – particularly in relation to the graphic designer
- different types of signage and built environment projects and the particular considerations that apply
- ways in which consumers respond to signage
- production factors for different types of signage and how they impact on the design process
- legislative and regulatory issues that affect design in the built environment, including particular council requirements and duty of care
- sources of ideas for built environment designs
- formal principles and elements of design in the context of design in the built environment
- collaborative processes used in graphic design
- critical and creative thinking techniques that can be used as part of the design process
- intellectual property issues and legislation in relation to designs for the built environment
- sustainability issues for signage and how they impact on graphic design.

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: - independently conceive and realise graphic design solutions for a range of built environment projects - work confidently with the elements and principles of design in a built environment context - collaborate effectively on creative, technical and organisational issues - apply knowledge of the specific contextual issues that apply to graphic design for the built environment.
Context of and specific resources for assessment	Assessment must ensure: - access to industry-current graphic design technologies - collaboration with others to reflect the design process.
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 by industry professionals of design solutions developed by the candidate for use in the built environment - evaluation of presentations made by the candidate about work developed - evaluation of processes used by the candidate to conceive, plan and realise the work - evaluation of the effectiveness of project management evidenced through completion of work on time and on budget - evaluation of a candidate's visual diary or other forms of documentation showing the development of the designs - 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.

Communication objectives may be to:	• challenge • compare • contrast • direct • inform • inspire • motivate • persuade.
Built environment project may relate to:	• information booths: • interactive stations • printed boards • logos • signage: • directional and wayfinding • exterior • in precincts • informational • inside buildings • on buildings • on footpaths • on roads • promotional.
Broader context may relate to:	• building costs • client preferences and perceptions • community attitudes • existing signage • industry trends • key relationships for the project • marketing objectives.
Relevant people may include:	• architects • art directors • builders • building managers

	• clients • council employees • creative directors • distributors • employers • end users • manufacturers • other artists and designers • precinct managers • shopfitters • signmakers • supervisors • technical experts.
<i>Current and emerging trends and thinking</i> may relate to:	• accessibility • cultural considerations for signage • integration of signage with broader identity • interactivity in design • production technologies • signage for particular market groups • use of different materials for signage • use of signs and symbols • use of sustainable materials • ways in which people navigate space.
<i>Technical data</i> may relate to:	• approval requirements • dimensions of space • engineering requirements • physical properties of location for design.
<i>Sustainability issues</i> may relate to:	• availability of materials • cost of production • environmental friendliness of materials • social acceptance of particular ideas and concepts.
<i>Regulatory requirements</i> may relate to:	• intellectual property • council requirements: • application and approval processes • heritage or conservation requirements • placement of signage • use of particular colours or materials • government planning regulations.
<i>References</i> may include:	• architectural texts • digital images • earlier iterations

	• film and video • internet • marketing data • own experience • product information • photographs • previous work • reference books, journals and texts • scripts • technical data • work of other designers • writings.
<i>Elements and principles of design</i> 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>Creative collaboration and refinement</i> may involve:	• client consultation • informal conversations with peers • modelling • piloting • technical discussions • workshopping of ideas.

<i>Other experts</i> may be:	• architects • artists • builders • planners • tradespeople.
<i>Documentation</i> may include:	• creative rationale • instructions for: • builders • manufacturers • printers • signmakers • production specifications • technical drawings.
<i>Success</i> may be measured by:	• audience response • client feedback • cost effectiveness • customer comments • sales achieved.

Unit Sector(s)

Visual communication – graphic design

Custom Content Section

Not applicable.