



Australian Government

MSTFD4005 Communicate and sell design concepts

Release: 1

MSTFD4005 Communicate and sell design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTFD4005B Communicate and sell design concepts

Application

This unit of competency covers the skills and knowledge required to communicate and sell design concepts.

The unit of competency applies to the use of design tools, such as storyboards and inspiration boards, to communicate and sell design concepts to other fashion industry professionals.

The unit of competency applies to work in a production environment where design decisions impact on the work and where design concepts must be communicated to other fashion industry professionals in order to gain agreement for further development.

The unit of competency includes the application of the elements and principles of design, and how they impact on the process of producing fashion items. It includes impact of colour on the design process.

Work is supervised and may be conducted in small to large scale enterprises and may involve individual and team activities.

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

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Determine job requirements
----------	-----------------------------------

- | | |
|-----|---|
| 1.1 | Follow standard operating procedures (SOPs) |
| 1.2 | Comply with work health and safety (WHS) |

		requirements at all times
	1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
	1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	Prepare to communicate design concepts	2.1 Interpret and respond to the design brief 2.2 Identify key requirements for design concept and sources of design ideas 2.3 Identify target market and its influence on design process 2.4 Apply principles of design to identify, collect and collate inspirational items 2.5 Identify and prepare key elements of a storyboard
3	Create design tools to communicate design concepts	3.1 Develop an inspiration board to communicate sources of inspiration for design brief 3.2 Develop and illustrate garment concepts based on design brief and inspiration board 3.3 Select suitable fabrics and colour palette and produce storyboard to reflect design brief 3.4 Seek feedback on design concepts and tools, and make any modifications or additions as required
4	Sell design concepts	4.1 Identify and emphasise the interests of fashion industry professionals in a presentation to promote design concept 4.2 Explain and promote benefits and features of design concept and link to design brief 4.3 Use effective presentation skills with design tools to sell the concept 4.4 Seek acceptance of design concept and commitment to

further development

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Key requirements of design concept include the following:

- budget
- type of garment
- style requirements
- target market

Interests of fashion industry personnel include one or more of the following:

- appealing to target market
- price range
- market position
- construction strategies

- promotion opportunities
- themes
- corporate goals
- timing
- international fashion influences
- use in mass media

Garments include one or more of the following:

- skirts
- trousers/pants
- shirts/blouses
- dresses
- coats
- lingerie

Fashion industry professionals include one or more of the following:

- senior designers and patternmakers
- clients
- management
- buyers
- media

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4005B Communicate and sell design concepts

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e>

Assessment Requirements for MSTFD4005 Communicate and sell design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTFD4005B Communicate and sell design concepts

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant Australian standards
- researching target market and preparing an inspiration board to source ideas for design concept
- applying the elements and principles of design
- developing design concepts for at least two (2) garments based on design brief and inspiration board
- developing a storyboard to respond to the design brief
- using effective communication skills in a presentation to sell the features and benefits of the design concept.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- design concept development processes:
 - research
 - purchasing trips
 - teamwork
 - event participation
 - attendance at fashion shows
 - experimentation with fabrics, materials and designs
 - draping
 - adaptation of designs
 - storyboards
 - inspiration boards
- requirements of the design brief:
 - garment or range details

- target market
- end uses of product
- cost point
- production requirements
- timelines
- client requirements
- workplace requirements
- quality requirements
- style and feature requirements
- elements and principles of design:
 - repetition
 - gradation
 - rhythm
 - radiation
 - harmony
 - contrast
 - dominance
 - proportion
 - balance
 - unity
- sources of design information and concept inspiration
- components of inspiration boards:
 - shapes
 - textures
 - images
 - photos
 - magazine extracts
 - objects
- components of storyboards:
 - trade sketches of new garment designs
 - illustrations
 - magazine extracts
 - fabric swatches
 - trim or accessory samples
 - colour palette
 - specifications
- characteristics and effects of colour
- characteristics of fabrics and fibres
- presentation skills:
 - effective verbal and non-verbal communication

- active listening
- use of appropriate communication tools
- positive language
- clear statement of main points
- interpersonal communication skills
- seeking and responding to feedback
- encouraging questions
- responding effectively to questions.

Assessment Conditions

- Assessors must:
 - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
 - have vocational competency in fashion design at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e>