



Australian Government

MSTGN3006 Draw 3-D designs

Release: 1

MSTGN3006 Draw 3-D designs

Modification History

Release 1. Supersedes and is equivalent to LMTGN3008A Draw 3D designs

Application

This unit of competency covers the skills and knowledge required to draw 3-D designs for custom-made and production textile, clothing and footwear (TCF) products.

The unit of competency applies to the illustration or drawing of designs from the designer or rough sketch. The 3-D drawings feature all perspectives of the product, and are used as a communication tool for construction or promotional purposes. The drawing may be done manually or by computer.

This unit of competency is applicable to all sectors of the TCF industry.

Work 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

Generic

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 |

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|---|-------------------------------------|-----|---|
| | | 1.4 | Identify job requirements from specifications, drawings, job sheets or work instructions |
| 2 | Prepare for drawing | 2.1 | Select and prepare drawing tools and equipment |
| | | 2.2 | Set up workbench and seating according to WHS practices |
| | | 2.3 | Interpret designer or rough sketch based on workplace procedures and input from client, designer, producer or a record of an existing product |
| | | 2.4 | Identify features, specifications and quality criteria for drawing |
| 3 | Apply 3-D drawing techniques | 3.1 | Accurately draw design of product using templates, where required, and showing relevant wearing or placement angles |
| | | 3.2 | Draw front, back and profile views of the product |
| | | 3.3 | Confirm drawing with customer or designer and make necessary adjustments to meet requirements |
| 4 | Finalise 3-D designs | 4.1 | Render finalised drawing according to requirements by hand or computer |
| | | 4.2 | Select presentation materials, tools and equipment |
| | | 4.3 | Apply visual presentation techniques to final illustration |
| | | 4.4 | Present final illustration of 3-D design to client |
| | | 4.5 | File and store documentation |

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

Input includes, but is not limited to, one or more of the following:

- verbal description from client
- discussion between client and producer
- discussion and description between producer and designer
- a record of an existing product

Interpret includes, but is not limited to, three or more of the following:

- parts or sections of the product
- trims or features
- shape and silhouette
- colour
- textures
- balance
- how the product is worn
- traditional and non-traditional materials

Product includes, but is not limited to, one or more of the following:

- headwear
- footwear
- accessories
- garment

- other textile product

Angles include, but are not limited to, one or more of the following:

- side
- front
- back
- square

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN3008A Draw 3D designs

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 MSTGN3006 Draw 3-D designs

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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:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting design based on workplace procedures and input from client, designer, producer or a record of an existing product
- using drawing tools and equipment to illustrate designs
- drawing an accurate 3-D drawing of a design product using templates, where required, and showing relevant wearing or placement angles
- seeking and applying feedback from client
- rendering finalised drawing by hand or computer to create 3-D design, including front, back and profile views of the product
- applying quality criteria in the completion of the drawing
- presenting final drawings that accurately represent designs for at least three (3) different products using visual presentation techniques
- maintaining accurate records
- applying workplace procedures.

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
- parts of and terminology of the product
- drawing tools and equipment, such as:
 - HB lead pencil
 - eraser
 - pencil sharpener
 - black felt tip pens (02, 04 and 06)
 - A3 layout pad
 - computer and software
- drawing templates, such as:
 - variety of different face or body shapes, necks and shoulders

- variety of body or head profiles
- facial features (eyes, eyebrows, nose, mouth and ears)
- hair styles and colouring
- women, men or children
- product styles
- presentation materials, tools and equipment, such as:
 - mounting board
 - frames
 - backings
 - electronic
 - cutting tools
 - adhesives
 - cover sheet to protect illustration (e.g. plastic sleeves and drawing paper)
- rendering techniques, such as:
 - solid colour
 - wash
 - felt pens
 - gouache
 - pen and ink
 - pencil
 - shading
- industry standards
- visual presentation, such as:
 - mounting
 - display of different angles of product
 - production notes
 - electronic methods
- enterprise requirements
- traditional and non-traditional materials quality concepts
- quality criteria:
 - proportion
 - perspective
 - detailing
 - neatness
 - accuracy
 - the media to be used
 - rendering
 - size of the drawing
- workplace procedures
- recording and reporting practices.

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 drawing 3-D designs, 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.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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