



Australian Government

MSTTD4008 Present and promote textile design concepts

Release: 1

MSTTD4008 Present and promote textile design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTTD4008A Present and promote textile design concepts

Application

This unit of competency covers the skills and knowledge required to present and promote textile design concepts to clients or other industry professionals.

The unit of competency applies to using a range of communication and presentation skills and tools to present and promote textile design concepts to clients or other 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 industry professionals with a view to gaining agreement for further development.

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

Textile design and development

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 present design concepts	2.1	Analyse design brief to identify purpose of textile product and performance requirements
		2.2	Identify other key requirements for textile product
		2.3	Analyse priorities of client or industry professionals
		2.4	Identify purpose of presentation and select form of communication to maximise impact of design
		2.5	Negotiate presentation details to enable sufficient time for preparation
3	Develop visual tools to communicate textile design concepts	3.1	Identify sources of design ideas and the application of design principles to the textile design
		3.2	Develop inspiration or storyboards to visually demonstrate the process of design development and the key features of the design
		3.3	Select or develop other visual tools to positively demonstrate key features of textile design
4	Prepare for presentation	4.1	Select and prepare resources required for presentation
		4.2	Prepare presentation area as appropriate for audience needs and resource requirements, and according to workplace procedures
		4.3	Plan presentation to meet key objectives and client priorities
5	Conduct presentation	5.1	Use effective presentation skills to explain benefits and features of design concepts and promote the product
		5.2	Explain production techniques and considerations for developing textile product
		5.3	Seek feedback on design concept, consider appropriate

- modifications to the design and respond positively
- 5.4 Seek client's commitment to design concept or further development and confirm
- 5.5 Document process and outcomes of the presentation

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
- PPE
- 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

Textile products include one or more of the following:

- tapestry
- knitted fabric or items
- woven fabric or items
- screen printed fabric or items
- experimental textile effects

Key requirements include

- budget
- size specifications

one or more of the following:

- style requirements
- use of colour
- use of raw materials
- deadline
- production techniques

Industry professionals include one or more of the following:

- senior designers and patternmakers
- management
- buyers
- media
- curators
- marketing departments

Visual tools include one or more of the following:

- material samples
- product samples
- colour charts
- sketches or pictures
- finished products

Resources include one or more of the following:

- PowerPoint projector
- photocopies of graphs and other information
- whiteboard or drawing board
- feedback forms
- pens
- charts
- samples and swatches to be handed out
- photographs
- brochures

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4008A Present and promote textile 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 MSTTD4008 Present and promote textile design concepts

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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
- interpreting and responding to a design brief
- applying principles of design to design concept
- analysing design features and relating to needs and interests of audience
- collecting, creating and collating information, including inspiration and storyboards
- planning presentation to meet client needs, timeframe, location and resources
- presenting information to meet needs of audience and promote positive response
- applying appropriate verbal and non-verbal communication techniques
- seeking feedback and answering questions
- documenting process and outcomes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- elements of design:
 - line
 - shape and silhouette
 - colour
 - texture
 - value
- principles of design:
 - repetition
 - gradation
 - rhythm
 - radiation
 - harmony
 - contrast

- dominance
- proportion
- balance
- unity
- a range of textiles and their characteristics
- interests and communication needs of industry professionals
- a range of communication tools for presentation of design concepts
- principles and methods for composing inspiration boards
- key elements and approaches to storyboard composition
- principles of effective presentation and communication
- purpose of presentation:
 - to sell textile product
 - to sell design concept for textile product
 - to gain agreement for further development
 - to test textile design and gain feedback
 - to inform of intended processes
 - to promote talents and abilities of self or enterprise
 - to showcase textile products or resources
 - to demonstrate textile production processes
- communication tools:
 - written materials
 - pictures, diagrams, sketches and storyboards
 - audio-visual materials
 - demonstration, samples
 - verbal presentation (one on one or group contexts)
 - electronic tools
- goals and aspirations of audience
- priorities for client:
 - appealing to target market
 - price range
 - market position
 - construction strategies
 - promotion opportunities
 - themes
 - corporate goals
 - timing
 - international textile influences
 - usability for mass media
 - performance
 - quality

- uniqueness
- creativity
- role of design features and benefits
- 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 presenting and promoting textile design concepts, 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.

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