Technical and Vocational Education and Training (TVET) Council

Occupational Standards
of Competence

Production Design

Level 2

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Qualification Overview

NVQB

in

Production Design

Level 2

NVQB in Production Design Level 2

Qualification Overview

This occupational standard is designed to provide guidance and training for the knowledge, skills and attitudes required for Production Design. It covers the conceptualization of a given production design based on the creative vision, the execution of the requisite research to inform the process, the design of costumes and sets and the implementation of the design subject to varying constraints. It also includes competencies in occupational health and safety, budget and resources management, the encouragement of innovation within a team and the management of intellectual property.

Who is this qualification for?

The qualification is designed for individuals who currently work within "the arts" and wish to specialize in the area of production design. The qualification may also assist persons who are seeking entry into a production design supervisory role. Other skills such as encouraging innovation and providing leadership can be used for a variety of other job roles and functions.

Jobs within the occupational area:

- Production Design Assistant 1
- Production Design
- Art Direct Assistant

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their Assessor and compile a portfolio of evidence to prove that they are competent in their work role.

DRAFT NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

PRODUCTION DESIGN - LEVEL 2

To achieve a full award, candidates must complete **all** thirteen (13) Mandatory units.

MANDATORY UNITS (All must be completed)   **CODES**

1.   Design, Produce and Review Presentations   **U69802**

    1.1   Prepare a presentation
    1.1   Produce and deliver a presentation
    1.2   Review presentation

2.   Consult on, interpret and develop the creative vision   **U69902**

    2.1   Consult on and clarify the creative vision
    2.2   Create the design
    2.3   Agree on the creative vision

3.   Plan, agree and manage the budget to meet production requirements   **U70002**

    3.1   Plan for production requirements
    3.2   Agree budget
    3.3   Monitor and manage budget

4.   Research and apply history and theory to arts practice   **U70102**

    4.1   Research history and theory
    4.2   Apply research

5.   Maintain a safe working environment   **U70202**

    5.1   Establish and maintain a safety and health management system
    5.2   Follow health and safety procedures
    5.3   Deal with emergency situations

6.   Provide leadership to the design team   **U70302**

    6.1   Communicate objectives
    6.2   Facilitate team work

7.   Manage, protect and utilize intellectual property to protect and grow the business   **U70402**

    7.1   Identify intellectual property assets and rights
    7.2   Manage intellectual property
    7.3   Monitor and utilize other's intellectual property

Mandatory Units (All must be completed) **<u>CODES</u>**

8. Design Costumes **U70502**

    8.1 Generate and assess ideas
    8.2 Develop, document and finalize designs

9. Design Sets **U70602**

    9.1 Interpret the creative vision to inform set design
    9.2 Conduct and evaluate research
    9.3 Generate and assess concept
    9.4 Develop, document and finalize set design

10. Realize production design **U70702**

    10.1 Plan implementation of production designs
    10.2 Organize resources
    10.3 Supervise pre-production operations
    10.4 Finalize work operations

11. Manage own resources and professional development **U70802**

    11.1 Evaluate personal goals and professional development
    11.2 Manage own resources and professional development

12. Encourage innovation **U70902**

    12.1 Cultivate an innovative culture
    12.2 Implement new design ideas/concepts

13. Identify relevant legal, regulatory and ethical requirements for your design activity **U71002**

    13.1 Identify relevant legal, regulatory and ethical requirements
    13.2 Fulfil the legal, regulatory, ethical and corporate requirements

U69802   Design, produce and review presentations

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to design, produce, deliver and review a presentation to a target audience.
>
> It includes selecting and utilizing appropriate presentation strategies, highlighting and discussing objectives of the presentation with the target audience and implementing techniques to review effectiveness of the presentation. It also looks at the type of technology used, time management and the available software.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Prepare a presentation	1.1	Plan and prepare presentation approach and outcomes.
		1.2	Choose **presentation strategies**, **format and delivery methods** to match the needs of the target audience, location, resources and personnel.
		1.3	Evaluate and choose **software** that aligns with budgetary guidelines, the presentation strategy, format and delivery methods.
		1.4	Use **presentation aids**, materials and examples to support target audience's understanding of key concepts and central ideas.
		1.5	Brief all parties involved on their roles and responsibilities within the presentation.
2.	Produce and deliver a presentation	2.1	Discuss desired outcomes of the presentation with the target audience.
		2.2	Carefully monitor **communication** with target audience to promote attainment of presentation outcomes.

	2.3	Summarize key concepts and ideas at strategic points to facilitate participant understanding.
3. Review presentation	3.1	Implement **techniques** to review the effectiveness of the presentation.
	3.2	Discuss reactions to the presentation from participants or from key personnel involved.
	3.3	Use **feedback** to make changes to the central ideas presented.

RANGE STATEMENT

All range statements must be assessed:

1. **Presentation Strategies:**

   - Defining purpose
   - Analyze audience and location
   - Organization of content
   - Visual aids
   - Modes of delivery
   - Body language
   - Design format

2. **Format and Delivery Methods:**

   - Oral presentation
   - Case studies
   - Illustrative
   - Slide shows

3. **Software:**

   - Drawing design
   - Design software

4. **Presentation Aids:**

   - Computer simulations
   - Diagrams, charts and posters
   - Video and audio recordings
   - Smart boards
   - Whiteboards
   - Handouts

5. **Communication:**

   - Verbal
   - Non-verbal
   - Electronic

6. **Techniques:**

    - Animation in slideshows
    - Comparative visualizations
    - Sound effects
    - Colour dimensions
    - Humour

7. **Feedback:**

    - Audience evaluation forms
    - Self-assessment
    - Critical review of recorded presentations by colleagues and/or superiors
    - Colleague checklist evaluation
    - Oral audience evaluation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to plan and document the process of preparation, the approach and objectives of the presentation.

2. What are presentation strategies and how to appropriately select which are best suited to the intended audience, location, resources and personnel.

3. Who is the target audience.

4. What are the different types of presentation aids, materials and techniques and how to appropriately select which are best suited to the format and purpose of the presentation and will enhance audience understanding.

5. How communication can be monitored to determine understanding of concepts and ideas.

6. How to use feedback from evaluations to make changes to presentations.

7. How to use software to produce designs.

8. How to produce manual drawings and models.

9. How to summarize key concepts and ideas.

10. What techniques can be used to review the effectiveness of presentations.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U69902   **Consult on, interpret and develop the creative vision**

Unit Descriptor:

> This unit covers describes the knowledge, skills and attitudes required to consult on, clarify and develop the creative vision. It also covers obtaining the framework of the vision from relevant persons, clarifying and agreeing on potential amendments or additions to achieve a mutually desired outcome.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Consult on and clarify the creative vision	1.1	**Acquire** framework of the creative vision is from **relevant person(s)**
		1.2	Identify key **indicators** to signal a genre and visual style.
2.	Create the design	2.1	Develop the individual interpretation and visualization of the creative vision.
		2.2	Present the interpretation of the creative vision to relevant persons using suitable **formats and delivery methods.**
		2.3	Consult relevant persons to clarify points of concern and discuss potentially conflicting ideas and accurately record discussion.
		2.4	Discuss the practicalities of achieving the presented design
3.	Agree on the creative vision	3.1	Agree and confirm interpretation and visualization of the creative vision.
		3.2	Discuss and confirm materials, personnel and other resources ensuring alignment with the script and scene break-down.

RANGE STATEMENT

All range statements must be assessed:

1. **Acquire:**

   - Verbally
   - Non-verbally

2. **Relevant persons:**

   - Director
   - Producer

3. **Indicators:**

   - Mood
   - Genre
   - Colour/textures
   - Time period, location and season
   - Theme

4. **Formats and delivery methods:**

   - Oral presentations
   - Case studies
   - Illustrative
   - Slide shows

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is the content of the creative vision and who are the persons responsible for the development of the creative vision.

2. What are important indicators and how to recognize them to inform style/design development.

3. What jargon is used in the industry.

4. How to present individual interpretation of the creative vision to relevant person(s).

5. How to persuasively present individual arguments in support of own vision.

6. Why it is important to confirm the visualization of the creative vision between all relevant person(s).

7. How to consider the most cost effective methods of obtaining and employing material personnel using the script and scene break-down.

8. Why it is important to establish appropriate timelines for realization of creative vision.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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(3)   Context of Assessment

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U70002   **Plan, agree and manage the budget to meet production requirements**

Unit Descriptor:

> This unit describes the knowledge skills and attitudes required to plan, agree and manage a budget to meet production requirements. The unit also involves monitoring the usage of the budget throughout the production and considering whether re-allocations or re-distributions of the budget are required.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Plan for production requirements	1.1	Establish production budget allocation for the art department and agree with relevant parties.
	1.2	Carefully determine **materials** for the art department with **relevant persons.**
	1.3	Identify and accurately record potential problems and circumstances.
	1.4	Devise budget plan based on requirements and subject to the finances.
2 Agree budget	2.1	Present budgeted plan accurately and clearly to the production team.
	2.2	Accurately and respectfully make amendments and recommendations and mutually agree.
	2.3	Confirm final proposed budget with all relevant parties.
	2.4	Securely circulate final budget to all relevant parties.
3. Monitor and manage budget	3.1	Monitor and manage budget according to the agreed budget plan.
	3.2	Promptly record and report alterations or variances to budget plans to **relevant persons** for corrective action to be taken.

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3.3   Provide information on own/team's performance against the budget to relevant persons throughout the life of the project.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant persons:**

   - Producer/Line Producer
   - Assistant Director # 1

2. **Materials:**

   - Paints
   - Textiles
   - Fabrics
   - Building materials

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to prepare a budget using basic accounting principles.

2. How to plan, manage and budget production requirements.

3. How to source materials subject to budget requirements.

4. How to present the budget to the production team.

5. How to plan for potential challenges.

6. How to distribute and circulate budgets to departments.

7. What is the purpose and function of budgetary systems.

8. How to source and evaluate available information to prepare a realistic budget.

9. What is the importance of spending time on and consulting with others in preparing a budget.

10. How to discuss, negotiate and confirm a budget with persons who control the finance and what are the key factors that should be covered.

11. How to use a budget to actively monitor and control performance for a defined area or activity of work.

12. What are the main causes of variances and how these can be identified.

13. What are the different types of corrective action which could be taken to address identified variances.

14. How unforeseen developments can affect a budget and how they should be handled.

15. What is the importance of agreeing revisions to the budget and communicating the changes.

16. Why it is important to provide regular information on performance against the budget to relevant persons.

17. What are the different types of fraudulent activities and how to identify them.

18. Why it is important to use the implementation of the budget to identify information and to learn lessons for the preparation of future budgets.

19. What is the relationship between budgeting and other management activities.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

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(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

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- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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(3)   Context of Assessment

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U70102   **Research and apply history and theory to arts practice**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to conduct research of history and theory for application to artistic practice.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Research history and theory

1.1 Research and discuss themes with **relevant persons** and identify implications for own **arts practice**.

1.2 Accurately identify and explore **information sources** to uncover relevance to the creative vision.

1.3 Use **research techniques** appropriately to access information.

1.4 Accurately record, organize and securely store research materials and findings for current and future use.

2. Apply research

2.1 Use research findings to develop and confirm ideas with **appropriate persons**.

2.2 Evaluate and select themes and designs to match the needs of the creative vision.

2.3 Identify and appropriately rectify copyright infringements.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant persons:**

   - Director
   - Producer

2. **Arts practice:**

   - Modern
   - Contemporary
   - Traditional
   - Art history
   - Design history

3. **Research techniques:**

   - Primary
   - Secondary

4. **Information sources:**

   - Electronic
   - Written
   - Oral

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are research techniques and how they should be applied to inform own arts practice.

2. How to identify appropriate information sources and use them to meet the objectives of the creative vision.

3. Why it is important to record, organize and securely store research findings.

4. What are research ethics and the importance of adherence to them.

5. What techniques can be used to evaluate themes and designs to produce the creative vision.

6. Why it is important to work within and acknowledge copyright where material, images or artwork of others is utilized.

7. What are copyright infringements, policies and legislation, their importance and application.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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U70202   **Maintain a safe working environment**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to evaluate the organization's safety and health policies, procedures and programmes according to legislative requirements.

It also includes using a systems approach to address compliance with relevant legislative requirements and details the outcomes to comply with regulatory and system policies for health and safety, including dealing with emergency situations.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Establish and maintain a safety and health management system	1.1 Identify and apply legislated safety and health provisions to develop a safety and health management system.
	1.2 Select safety and health personnel in accordance with relevant safety and health legislation.
	1.3 Establish safety and health responsibilities of personnel and management in accordance with relevant legislation and circulate to all employees.
	1.4 Establish procedures for hazard identification and risk assessments and circulate to all relevant personnel.
	1.5 Give appropriate consideration to hazard identification and risk at the planning, design and evaluation stages.
	1.6 Establish grievance handling procedures in accordance with relevant legislation and all parties promptly informed.
2. Follow health and safety procedures	2.1 Follow **health and safety procedures** in line with legislation and established health management system and procedures.

2.2 Identify obstacles to health and safety procedures, potential risks and hazards and promptly report to relevant safety and health personnel.

2.3 Take action within the scope of individual authority to **minimize and or remove risks**.

3. Deal with emergency situations

3.1 Recognize **emergency** and potential emergency situations.

3.2 Take appropriate action to deal with recognized emergency situations within individual scope of responsibility.

3.3 Seek assistance to resolve or respond to emergency situations according to operating procedures.

3.4 Report details of emergency situations according to established emergency management procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Health and safety procedures:**

   - Use of personal protective clothing and equipment
   - Safe work techniques
   - Safe handling of materials
   - Emergency, fire and accident
   - Hazard identification and control
   - Security of documents, equipment and people
   - Key control systems

2. **Emergency:**

   - Injuries/accidents/illness
   - Fire/bomb threats
   - Electrocution
   - Natural disasters
   - Criminal acts

3. **Minimize and remove risks:**

   - Provide training
   - Policies and procedures
   - Follow up actions for audits or incidents

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the safety and health regulations in the industry, those covering own area of responsibility and their importance and application.

2. What are the relevant workplace health, safety and emergency procedures.

3. What factors contribute to hazards and risks.

4. What are the fundamentals of manual handling and lifting.

5. How to conduct an assessment of risks.

6. How to identify hazards on a work set.

7. How to communicate effectively on health and safety matters.

8. What steps can be taken to minimize risks and hazards.

9. What are your own role and responsibilities and that of others in terms of risk assessment and hazard identification.

10. What is the procedure for reporting accidents, incidents and emergencies and the methods taken to action problems.

11. What is the procedure for reporting problems outside own area of responsibility.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

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(2)   Methods of Assessment

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U70302   **Provide leadership to the design team**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to effectively provide direction to team members and support them to achieve personal and team objectives.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.   Communicate objectives

1.1   Set out purpose and objectives of the team and positively **communicate** to all members of the team.

1.2   Involve members of the team in devising team and personal work plans.

1.3   Seek confirmation that individuals understand how achieving personal work objectives contribute to the teams' objectives.

1.4   Encourage and support team members to achieve personal, work and team objectives.

1.5   Recognize and acknowledge team members who achieve goals.

2.   Facilitate team work

2.1   Steer the team successfully through difficulties and challenges, including conflict.

2.2   Encourage and recognize creativity and innovation within the team.

2.3   Provide support and advice to team members when required especially during challenging times.

2.4   Motivate team members to present their own ideas and listen to and acknowledge their contributions.

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2.5   Encourage team members with knowledge and expertise to take the lead on appropriate projects.

2.6   Confirm that **relevant persons** monitor team members' activities and progress without unnecessary interference.

RANGE STATEMENT

All range statements must be assessed:

1. Communicate:

- Verbally
- Non-verbally
- Orally
- Electronically

2. Relevant persons:

- Director

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to take personal responsibility for making things happen.

2.   How to encourage and support others to make autonomous decisions.

3. How to act within limits of own authority and how to make time available to support others.

4.   How to show integrity, fairness and consistency in decision-making.

5.   What are the different ways of communicating effectively with members of a team.

6. How to set SMART objectives (Specific, Measurable, Achievable, Realistic and Time-bound).

7. How to plan the achievement of team objectives and the importance of involving team members in the planning.

8. Why it is important to show team members how personal work objectives contribute to achievements of the team objectives.

9. What are the different styles of leadership.

10. How to select and apply different methods of motivation, support and encouragement of team members.

11. What methods can be used to recognize the achievements of the team members.

12. What are the types of difficulties and challenges, including conflict, within teams that may arise.

13. What methods can be used to identify and overcome difficulties and challenges within the team.

14. Why it is important to encourage others to take the lead and what methods can be used to do so.

15. How to encourage and recognize creativity and innovation within a team and what are the benefits derived from this.

16. What types of support and advice are team members likely to need and how to provide this.

17. How to provide the support and advice that team members need.

18. What standards of performance exist for the work of the team.

EVIDENCE GUIDE

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| **U70402** | **Manage, protect and utilize intellectual property to protect and grow the business** |

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to protect, secure and effectively use intangible assets of value to an individual.

It focuses on establishing and maintaining systems to ensure business growth by protecting and correctly utilizing intellectual property. Steps should also be taken to identify and avoid intellectual property infringement on own materials and other's property.

| **ELEMENT** | **PERFORMANCE CRITERIA** |

To be competent you must achieve the following:

1. Identify intellectual property assets and rights	1.1	Research intellectual property rights for appropriateness to the project and according alignment to legislative requirements.
	1.2	Identify and utilize intellectual property professionals to initiate processes that assist in identifying infringements and protecting own materials.
	1.3	Identify existing intangible assets for which management is required as well as those to be created, procured or transferred.
2 .Manage intellectual property	2.1	Plan and implement **strategies** to ensure **relevant persons** adhere to intellectual property regulations.
	2.2	Establish procedures to securely record intangible assets and accurately document potential infringements.
	2.3	Confirm that strategies and procedures for the identification, protection and use of intellectual property are regularly monitored and reviewed by **relevant** persons.
	2.4	Clearly communicate strategies and procedures for intellectual property management and use.

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	2.5 Provide staff with appropriate training to update skills and knowledge to minimize own and other's intellectual property infringement.
	2. Encourage leaders to promote a culture of compliance and respect for organizational and individual intellectual property rights.
	2.7 Monitor staff practices in relation to intellectual property strategies and procedures and provide feedback to staff and all relevant persons.
	2.8 Promptly record infringements or problems with own or other intellectual property and initiate appropriate action to resolve.
	2.9 Inform responsible **relevant persons** and ask them to action encountered infringements or problems that are not remedied.
	2.10 Confirm that **relevant persons** review and audit strategies and procedures
3. Monitor and utilize other's intellectual property	3.1 Assess and monitor activities of existing or potential competitors for their impact on intangible assets.
	3.2 Correctly assess other's intellectual property and effectively utilize, within legal guidelines, for business advantage.
	3.3 Notify **relevant persons** of intellectual property rights' infringements on other individuals or companies and take appropriate action.

RANGE STATEMENT

All range statements must be assessed:

1. **Strategies:**

   - Policies/procedures
   - Development of ethical culture

2. **Relevant persons:**

   - Director/Assistant Director
   - Producer

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are relevant intellectual property rights, policies and legislation and their importance and application.

2. What are relevant intellectual property management strategies, procedures and systems, their importance and application.

3. What steps can be taken to recruit intellectual property professionals in relevant areas.

4. What steps can be taken to minimize own intellectual property rights' infringement.

5. What techniques can be used to monitor and review intellectual property infringement.

6. What are the procedures for reporting infringements and the methods taken to action problems.

7. What techniques can be used to communicate intellectual property strategies and procedures.

8. How to ensure staff are provided with induction and training on intellectual property management and its use.

9. How to monitor for employee compliance with own and other intellectual property rights' arrangements and action any non-compliance.

10. How to compile and maintain relevant records for area of responsibility.

11. What is the procedure for reporting infringements and related problems outside of area of responsibility.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

The underpinning knowledge may be assessed off- the-job with the use of written or verbal items inclusive of short answer or case studies.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U70502   **Design Costumes**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to design costumes for the screen, media and entertainment industries.

It includes the generation and assessment of ideas, costume development and realization utilizing construction fundamentals.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.   Generate and assess ideas

1.1   Analyze scripts and production requirements to inform idea/concept generation of costume design.

1.2   Source **references** and **research materials** and utilized to appropriately inform concept generation.

1.3   Facilitate preliminary concept meetings with **relevant persons** to clarify costume design requirements.

1.4   Itemize **elements** to be addressed during costume design phase with reference to **production documentation.**

1.5   Generate costume design concepts that appropriately respond to the creative vision and provide creative solutions to design issues.

1.6   Present initial costume design concepts to **relevant persons** for assessment by use of effective **media** and appropriate formats.

1.7   Appraise initial ranges of costume design concepts using criteria of cost, technical feasibility and creative requirements.

1.8   Confirm that the draft costume design concept is agreed upon by all parties, ensuring applicability to the creative vision, research findings, budget and production factors.

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	1.9 Compile and securely store accurate records of meetings, research findings and agreed costume design concept according to industry requirements.
2. Develop, document and finalize designs	2.1 Compile draft costume construction plans and specifications using an appropriate **format** and circulate to **relevant persons.**
	2.2 Confirm that plans are evaluated by all parties ensuring design and production factors are appropriately addressed.
	2.3 Request feedback from relevant parties and use to improve plans, specifications and overall design.
	2.4 Appropriately amend and accurately review draft design, plans and specifications to ensure all creative and production requirements are met.
	2.5 Negotiate and agree modifications and amendments to designs.
	2.6 Effectively circulate final plans, designs and specifications to **relevant persons** and obtain confirmation.
	2.7 Produce and secure accurate and comprehensive documentation to support implementation of designs.

RANGE STATEMENT

All range statements must be assessed:

1. **Reference and research materials:**

   - Primary
   - Secondary
   - Oral recordings of event/ publications

2. **Relevant persons:**

   - Director/Assistant Director 1
   - Producer
   - Design Team
   - Art Director

3. **Elements:**

   - Construction fundamentals/materials/procurement
   - Implementation timeframe/schedule
   - Performer(s)

4. **Production documentation:**

   - Script(s)
   - Design brief(s)
   - Creative vision
   - Budget
   - Implementation schedule
   - Personnel sheet(s)

5. **Format:**

   - Oral
   - Illustrative

6. **Media:**

   - Print
   - Electronic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to analyze scripts and identify important elements within production documentation to inform costume design.

2. What are the fundamentals of costume design.

3. What are appropriate sources of information to inform costume design.

4. How to facilitate and participate in workplace meetings and discussions.

5. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.

6. Why it is important to document feedback received.

7. How to utilize feedback to make appropriate amendments.

8. What are the formats used to present costume design ideas, plans and specifications and how to utilize them.

9. Why it is important to accurately record steps in the costume design process.

10. What techniques are used to appraise costume concepts.

11. What are the fundamentals of manual artistic drawing.

12. What are construction fundamentals and how to utilize them.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

The underpinning knowledge may be assessed off- the-job with the use of written or verbal items inclusive of short answer or case studies.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U70602   **Design Sets**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to interpret creative briefs and develop set designs for productions in the screen, media, entertainment and events industries.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Interpret creative vision to inform set design	1.1	Analyze scripts and production requirements to inform set design.
		1.2	Source, identify, and utilize **references** and **research materials** to appropriately inform set design in accordance with the creative vision.
		1.3	Identify **factors** influencing the process of designing sets and action appropriate plans to mitigate negative impact subject to production requirements and the creative vision.
2.	Conduct and evaluate research	2.1	Source and utilize **references** and **research materials** to appropriately inform set design concepts.
		2.2	Recognize and utilize **new and emerging technologies** to improve set design where appropriate.
		2.3	Facilitate preliminary concept meetings with **relevant persons** to clarify set design requirements.
		2.4	Identify and obtain copyright clearance as necessary.
		2.5	Collect, assess, collate and adapt materials to develop initial design concepts.
3.	Generate and assess concept	3.1	Generate set design concepts that appropriately respond to the creative vision and provide creative solutions to design issues.
		3.2	Present initial set design concepts to relevant persons for assessment using effective **medium** and appropriate **formats**.
		3.3	Appraise initial set design concepts using implications for **criteria** and submit and action recommendations.

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| | | 3.4 | Confirm agreement on the draft set design concept, by all parties, ensuring applicability to the creative vision and **criteria**. |

3.4   Confirm agreement on the draft set design concept, by all parties, ensuring applicability to the creative vision and **criteria**.

3.5   Compile accurate records of recommendations, amendments and final draft set design concepts and securely stored according to industry requirements.

4.   Develop, document and finalize set design

4.1   Compile draft set design plans and specifications using an appropriate **format** and circulate to relevant persons.

4.2   Confirm presented plans are evaluated by all parties, ensuring design and production factors are appropriately addressed.

4.3   Request feedback from all relevant parties and use to improve plans, specifications and overall design.

4.4   Appropriately amend draft design, plans and specifications and accurately review to ensure all creative and production requirements are met.

4.5   Compile accurate and comprehensive documentation outlining an implementation schedule for set design aligned with production schedules.

4.6   Negotiate and agree modifications and amendments to designs

4.7   Effectively circulate final plans, designs, implementation schedules and specifications to relevant persons and confirm.

4.8   Produce and secure accurate and comprehensive documentation to support the implementation of designs.

RANGE STATEMENT

All range statements must be assessed:

1. **Reference** and **research materials:**

    - Primary
    - Secondary
    - Oral recordings of events/publications

2. **Factors:**

    - Health and Safety requirements (legislative, policies & procedures)
    - Construction requirements
    - Set plans
    - Personnel

3. **New and emerging technologies:**

    - Information Technology (construction & design)
    - Mechatronics
    - Electronics

4. **Mediums:**

    - Verbal
    - Non-verbal

5. **Formats:**

    - Drawing design
    - Design software

6. **Criteria:**

    - Budget
    - Technical Feasibility
    - Production requirements
    - Research findings

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to analyze scripts and identify important elements within production documentation to inform set design.

2. What are the fundamentals of set design.

3. What are appropriate sources of information to inform set design.

4. How to facilitate and participate in workplace meetings and discussions.

5. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.

6. Why it is important to document feedback received.

7. How to utilize colleague and/or management recommendations to make appropriate amendments.

8. What formats are used to present set design ideas, plans and specifications and how to utilize them.

9. What is data protection and copyright legislation.

10. Why it is important to work within and acknowledge copyright where the material, images or artwork of others is utilized.

11. How to create and analyze an implementation schedule.

12. Why it is important to accurately record steps in the costume design process.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U70702   **Realize production design**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to interpret designs for sets, props or scenic art and manage the realization of those designs for productions in the screen, media, entertainment and events industries

ELEMENT		**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1.	Plan implementation of production designs	1.1	Analyze production designs and schedules to determine overall requirements.
		1.2	Identify areas of concern and **impact factors** on the implementation of designs and take action to mitigate impacts.
		1.3	Develop contingency plans to minimize the impact of unexpected events on the realization of production designs.
		1.4	Confirm that all **relevant parties** agree **evaluation methods** for monitoring implementation processes.
		1.5	Consider **health and safety policies**, **procedures** and **environmental factors** and incorporate into implementation plans.
		1.6	Develop comprehensive work plans for realizing production designs and accurately document in an agreed format.
2.	Organize resources	2.1	Develop expenditure estimates in accordance with established budget.
		2.2	Procure required resources according to industry and organizational standards.
		2.3	Identify budget overruns and resolved in collaboration with **relevant persons**.

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		2.4	Develop staff activities and work plans and organized in line with relevant legislation, custom and practice and industry standards.
3.	Supervise pre-production operations	3.1	Clearly communicate work plans and responsibilities to staff using approved **media.**
		3.2	Promptly identity problems and resolve in consultation with **relevant persons.**
		3.3	Monitor work plans and develop contingency plans to ensure production deadlines are met.
		3.4	Update documentation to reflect agreed adjustments and effectively communicate this to all parties using approved **media.**
4.	Finalize work operations	4.1	Correctly label production elements to ensure accurate identification during production.
		4.2	Review pre-production operations and modify as necessary in collaboration with **relevant persons**.

RANGE STATEMENT

All range statements must be assessed:

1. **Impact factors:**

    - Budget
    - Implementation schedule
    - Personnel
    - Procurement of materials

2. **Evaluation methods:**

    - Timelines
    - Performance management systems
    - Inspections

3. **Relevant persons:**

    - Director/Assistant Director 1
    - Producer
    - Art Director

4. **Health and safety policies**

    - Health and Safety at Work Act
    - Environmental legislation
    - Solid waste management policies
    - Recyclable policies
    - Internal policies and procedures

5. **Media:**

    - Verbal
    - Non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to create and analyze design schedules.

2. Why it is important to adhere to design schedules.

3. Why it is important to adhere to timelines and agreed schedules.

4. What factors impact on design outcomes and how to mitigate negative impacts.

5. How to develop contingency plans and effectively utilize them to minimize negative impacts on overall outcomes.

6. What are the different types of evaluation methods and how they should be utilized.

7. What are the occupational health and safety legislation obligations for the industry sector.

8. What are the environmental legislative requirements for the industry sector.

9. How to pass on information to staff about systems and processes for use.

10. How to develop expenditure estimates using established budgets.

11. How to discuss, negotiate and confirm expenditure estimates with people who control the finance and the key factors that should be covered.

12. How to use an estimate to actively monitor and control performance for a defined area or activity of work.

13. What are the main causes of variances and how they can be identified.

14. What are the different types of corrective action which can be taken to address identified variances.

15. How unforeseen developments can affect estimates and how they should be handled.

16. What are the ethical obligations for procurement within the industry and the importance of adhering to these.

17. How to procure materials according to established project needs.

18. How to develop staff activities and work plans according to project and design implementation schedules.

19. What are the techniques and systems used to monitor work plans and staff activities.

20. How to identify, resolve and record problems arising during the realization of the production design.

21. What are production elements and the applicable industry standards to facilitate labelling.

22. What are the methods for evaluating systems and procedures.

23. What are the methods for evaluating operations related to pre-production.

24. How to make effective amendments to established plans.

25. Why it is important to promptly communicate changes to staff and colleagues.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U70802   **Manage own resources and professional development**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to manage personal resources, particularly knowledge, understanding, skills, experience, time, and own professional development, in order to achieve work objectives and own career goals.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Evaluate personal goals and professional development

    1.1 Evaluate current and future requirements of own work-role at appropriate intervals, taking account of the vision and objectives of the organization.

    1.2 Consider personal values, career and goals and identify information which is relevant to own work role and professional development.

    1.3 Discuss **personal work objectives** and how progress will be measured and attain agreement with those to whom you report.

    1.4 Identify and take into account own preferred **learning style(s)** in identifying and undertaking **development activities**.

    1.5 Identify gaps between current and future requirements of own work-role and current knowledge skills and understanding.

    1.6 Develop comprehensive work plans for realizing production designs and accurately documented these in an agreed format.

2. Manage own resources and professional development

    2.1 Discuss and agree a developmental plan with those to whom you report to address any identified gaps in current knowledge, understanding and skills and which supports own career and personal goals and organizational objectives.

2.2   Undertake activities identified in developmental plan and evaluate their contribution to own performance

2.3   Obtain regular and useful feedback on your performance from those who are in a good position to judge it and to provide objective and valid feedback.

2.4   Review **personal work objectives** and development plan and update in the light of performance, **development activities** undertaken and any wider changes.

2.5   Confirm own performance consistently meets or goes beyond agreed requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal work objectives:**

   - Practical Skills
   - Personal Skills
   - Behavioral traits
   - Career advancement

2. **Learning styles:**

   - Kinesthetic
   - Visual
   - Auditory
   - Mixed

3. **Development activities:**

   - On-the-job coaching or mentoring
   - Formal course participation
   - Workshops/seminars
   - Demonstrations
   - Work experience

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles which underpin professional development.

2. Why it is important to consider own values and career and personal goals, and how to relate them to own job role and professional development.

3. How to evaluate the current requirements of a work role and how the requirements may evolve in the future.

4. How to set appropriate objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).

5. How to identify developmental needs to address any identified gaps between the requirements of own work-role and current knowledge, understanding and skills.

6. How to implement developmental planning, including what plans should contain and the length of time that it should cover.

7. What is the range of different learning styles and how to identify the style(s) which work(s) best for you.

8. What are the types of developmental activities which can be undertaken to address identified gaps in own knowledge, understanding and skills.

9. How to identify whether/how developmental activities have contributed to own performance.

10. How to update work objectives and developmental plans in the light of performance, feedback received, any developmental activities undertaken and any relevant changes.

11. How to monitor and evaluate own performance against the plans and requirements of own work role.

12. How to identify and use good sources of feedback on own performance.

13. What are the industry/sector requirements for the development or maintenance of knowledge, skills and understanding.

14. What are the requirements of own work-role including the limits of own responsibility.

15. What are the vision and objectives of the organization.

16. What are your own values and career and personal goals.

17. What are your personal work objectives.

18. What are your personal development plans.

19. What are the available developmental opportunities and resources in the organization.

20. What are the organization's policy and procedures in terms of personal development.

21. What are the reporting lines in the organization.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting all of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

The underpinning knowledge may be assessed off- the-job with the use of written or verbal items inclusive of short answer or case studies.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U70902   **Encourage innovation**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to encourage and support the identification and practical implementation of ideas in own area of responsibility. The initial ideas will come primarily from persons who work within your area of responsibility, including yourself, and will focus on:
>
> - New design ideas/concepts
> - Improvements to existing ideas/concepts
> - Improvements to existing practices, procedures, systems, ways of working etc. within the team, the wider organization or with customers or suppliers.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Cultivate an innovative culture	1.1	Establish, consider and select **innovative systems** using initial ideas for further development.
	1.2	Motivate persons working in own area of responsibility to identify ideas for improvements and encourage them to share this information.
	1.3	Constructively evaluate **ideas from individuals or teams** and provide enthusiastic responses.
	1.4	Select and discuss ideas and systems for further development and establish testing measures by individuals or teams.
	1.5	Provide ongoing support, encouragement and resources to **individuals and teams** engaged in the further development and testing of **ideas**.
	1.6	Periodically review levels of innovation within own area of responsibility.
2. Implement new design concepts	2.1	Discuss ideas which can be implemented practically with relevant **individuals and teams** and provide help in drawing up and submitting business cases and plans in support of ideas.

2.2   Approve practical implementation of ideas, based on the identified benefits, risks and required resources.

2.3   Champion business cases and plans for **ideas** submitted by **individuals and teams** from own area to other people in the organization and promptly communicate progress and decisions to relevant persons.

2.4   Encourage **individuals and teams** in own area to take acceptable risks in pursuing innovation and to make and learn from mistakes

RANGE STATEMENT

All range statements must be assessed:

1. **Innovation systems:**

    - Storage/retrieval
    - Communication
    - Monitoring/evaluation
    - Recognition/awards

2. **Ideas:**

    - Improvements to designs/concepts
    - Improvement to practices, procedures, systems

3. **Relevant individuals and teams:**

    - Director/Assistant Director
    - Producer
    - Design team members

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the benefits of innovation to the design process.

2. What is the difference between creativity and innovation.

3. How to identify the current approach to and level of innovation in a particular area, including any strengths that can be built upon, weaknesses that need to be addressed and obstacles to innovation that need to be removed.

4. How to select and apply different methods for motivating persons to generate and develop ideas.

5. What are the different potential sources of ideas for new designs/concepts and improvements.

6. What is the importance of communication in innovation and how to encourage communication across own area of responsibility.

7. What are the potential obstacles to creativity and innovation and how they can be removed.

8. What are key stages in the creative and innovative process.

9. How to provide constructive feedback on ideas to teams and individuals.

10. How to establish and operate fair and open innovation systems for selecting initial ideas for further development, including providing reasons why particular ideas are not being taken forward.

11. What is the range of ways in which initial ideas can be further developed and tested including setting guidelines or parameters for the use of resources, level of acceptable risk and the reporting of progress.

12. How to recognize and manage risk in innovation.

13. How to develop a business case and plans for the practical implementation of an idea and how to support others in doing this.

14. What are the characteristics/traits/competencies of creative people and how these can be recognized.

15. How to unlock creativity in yourself and others.

16. What are the resources required for creativity and innovation, particularly time.

17. How to recognize the achievements of the originators/developers of ideas which have been implemented successfully.

18. What are the sector(s) in which the organization works.

19. What are the current and emerging political, economic, social, technological, environmental and legal developments in the sector(s) and in related sectors.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U71002   Identify relevant legal, regulatory and ethical requirements for your design activity

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to fulfill those legal, regulatory and ethical requirements which impact upon your own design activity. It includes keeping up to date with relevant current legislation and codes of practice, and applying their requirements.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Identify relevant legal, regulatory, and ethical requirements

    1.1 Identify relevant legal, regulatory and ethical requirements affecting own area of activity and evaluate their impact for your responsibilities.

    1.2 Monitor work for any breaches of compliance with **regulatory and ethical requirements.**

    1.3 Promptly and correctly identify breaches.

2. Fulfill the legal, regulatory ethical and corporate requirements

    2.1 Follow **policies and procedures** designed to meet all of the necessary requirements.

    2.2 Action systems designed to ensure that own work meets all relevant regulatory requirements and codes of practice.

    2.3 Compile reports about failures to meet requirements and circulate to relevant persons.

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RANGE STATEMENT

All range statements must be assessed:

1. **Policies and procedures:**

   - Internally expressed & implied
   - Legislative

2. **Regulatory requirements:**

   - National standards & certification
   - Occupational health and safety
   - Legal
   - Ethical
   - Codes of practice
   - Corporate social responsibility

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to fulfil legal, regulatory and ethical requirements, and the impact of failing to do so.

2. What are the policies and procedures that are intended to make sure that persons meet appropriate requirements.

3. What are the procedures within the organization for reporting breaches of requirements.

4. What are the legal, regulatory and ethical requirements impacting upon your design activities.

5. What are the emerging social concerns that are relevant to the sector and your design activities.

EVIDENCE GUIDE

For assessment purposes:

(1) **Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) **Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) **Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Level 2 — Glossary of Terms

Assessment Methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level (Level 1) through to senior management (Level 5).

Appendix 2

<table>
<tr><td>**Level**
2</td><td>**Glossary of Terms**</td></tr>
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Level 1 – Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and the guidance of others may be required.

Level 3 – Technician and Supervisory Occupations

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contributions to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Appendix 2

Level 2 — Glossary of Terms

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what the Assessor would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Appendix 2

Level 2 — Glossary of Terms

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive, therefore, each category must be assessed.

Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of a candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are two categories of units:

Level 2 Glossary of Terms

Mandatory Units: These are core to a qualification and must be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).