



ASSESSMENT MAPPING & RPL CHECKLIST

DESCRIPTION

Guide to Trainers for Assessment of Students and for granting of RPL:

The following assessment criteria guide provides lecturers with a competency checklist for use in their determination of competency and grading as assessment tasks undertaken by students and assessed by staff to ensure that all students' assessment tasks are measured consistently for their competency attainment.

Additionally the checklist can be used for Recognition of Prior Learning (RPL) assessment or as a third party report for internal/external verification of competency and RPL.

(Note: If a Third Party is completing this report no grade is required. The Third Party is required to fill in all Competency, Skills and Knowledge as Yes or No (Y or N) in the first student column as well as completing the identification form and declaration at the base.)

Name of Student claiming RPL:	
Contact Details:	Phone:
	Email:
Date:	
Signature	

SUBJECT TITLE

A10155 Design Periods

COURSE TITLE

CUA30720 Certificate III
in Design Fundamentals

DURATION: 9 Weeks

STATUS: CORE

Pre-requisites: None

Co-requisites: None

TRAINING UNITS

A: CUADES305 Source and apply information on the history and theory of design

B: CUAGR312 Use typography techniques

C: CUAPPR311 Produce creative work

Mapping of Competencies, Assessment and RPL Claims:

Competency Elements: CUADES305	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
1.1 Identify and access applicable sources of information on design history and theory	✓			
1.2 Organise research material and findings for use in design practice, facilitating easy access and cross referencing	✓			
2.1 Evaluate information in the context of current design practice	✓	✓		
2.2 Assess which aspects of information on design history and theory could be used or adapted to inform current practice	✓	✓		
2.3 Apply understanding of own area of work using applicable information in culturally appropriate way	✓	✓		
3.1 Identify and use opportunities to update and expand knowledge of design trends and developments	✓	✓		
3.2 Incorporate and integrate knowledge into design activities	✓	✓		

Assessment Requirements: CUADES305	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		

Performance Evidence:

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

• identify features of the history and theory of design and how they can be adapted and applied to own work.	✓	✓		
• source and organise research findings on history and theory of design applicable to own work	✓			
• identify one or more opportunities to expand on maintain currency of theoretical and design knowledge	✓			

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

• current design trends in industry contexts applicable to that of one's own work	✓			
• evolution of design in industry contexts applicable to that of one's own work	✓			

Assessment Requirements: BSBDES305	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
<ul style="list-style-type: none"> organisational information practices and their application in industry contexts applicable to that of one's own work 	✓	✓		
<ul style="list-style-type: none"> sources of information on design history and theory applicable to own design work. 	✓			

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to:

<ul style="list-style-type: none"> sources of information on applicable industry history and theories of design. 	✓	✓		
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.	✓	✓		

Foundation Skills: BSBDES305	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
Reading <ul style="list-style-type: none"> Identifies, interprets and evaluates information on historical and current design trends from different sources 	✓			
Writing <ul style="list-style-type: none"> Notes findings and sources of information for design knowledge, trends and developments Documents information for colleagues and peers as requested 	✓	✓		
Oral Communication <ul style="list-style-type: none"> Asks questions and clarifies information, listens to responses and shares ideas with others 	✓			
Self Management <ul style="list-style-type: none"> Understands main tasks, responsibilities and boundaries of own role Takes responsibility for routine low-impact decisions within familiar situations 	✓	✓		
Planning and Organising <ul style="list-style-type: none"> Plans and implements required tasks 	✓	✓		
Initiative and Enterprise <ul style="list-style-type: none"> Contributes to new approaches within immediate work environment 	✓	✓		
Technology <ul style="list-style-type: none"> Follows routine procedures for using digital technology to enter, store and retrieve information directly applicable to role 	✓	✓		

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Competency Elements: CUAGR312	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
1.1 Identify requirements for typographic work in briefing documentation and clarify requirements with required personnel	✓			
1.2 Collect reference material on typefaces and typography according to briefing documentation	✓			
1.3 Organise workspace and equipment according to safety requirements and organisational procedures	✓	✓		
2.1 Identify approaches to typography design and establish criteria for selection of final approach	✓			
2.2 Select materials, tools and equipment that test approaches, styles and techniques	✓			
2.3 Trial typography techniques that meet the design brief	✓			
2.4 Evaluate trials against criteria and select design approach that meets the design brief	✓			
3.1 Develop typographic work in response to the design brief	✓	✓		
3.2 Review work in progress in relation to the design brief	✓	✓		
3.3 Seek and use feedback on work in progress and make adjustments to typographic work as required	✓			
3.4 Confirm typography meets briefing requirements	✓	✓		
3.5 Back-up and store files and completed documentation using standard industry procedures	✓	✓		
3.6 Present completed work within agreed time and quality as established by the design brief	✓	✓		

Assessment Requirements: CUAGR0312	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

• apply one or more typography techniques according to at least two different briefing requirements.	✓	✓		
• interpret briefing documentation and collect relevant reference material	✓			
• experiment with typography styles and techniques	✓			
• produce typography techniques that meet the creative and technical requirements of briefing documents and publishing processes	✓	✓		
• perform quality checks and produce final product within timelines	✓			
• back up and store files according to requirements.	✓	✓		

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

• typographic classifications, vocabulary and definitions	✓			
• characteristics and uses of a range of typefaces	✓			
• criteria to evaluate a range of approaches to typography design	✓			
• workspace requirements for typographic work, including selection and set-up of workspace	✓	✓		
• properties and capabilities of a range of materials, tools and equipment used for typographic work.	✓	✓		

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to:

• products that require the application of typographic techniques	✓	✓		
• computers and software necessary to produce graphic designs	✓	✓		
• opportunities for discussion and feedback.	✓	✓		
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.	✓	✓		

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Foundation Skills: CUAGR312	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
Reading <ul style="list-style-type: none"> Interprets straightforward textual information from required sources and identifies required information Reviews spelling and grammar accuracy and compliance with specifications Identifies required corrections to typography 	✓	✓		
Oral Communication <ul style="list-style-type: none"> Confirms information and requirements using simple and industry standard language Confirms understanding using listening and questioning techniques 	✓	✓		
Self Management <ul style="list-style-type: none"> Takes personal responsibility for following safe work practices and organisational requirements when planning and completing tasks 	✓	✓		
Teamwork <ul style="list-style-type: none"> Follows accepted communication practices and techniques, confirms requirements and requests feedback 	✓	✓		
Planning and organising <ul style="list-style-type: none"> Plans and implements routine and investigative tasks in a logical sequence Considers scope of creative exploration required and evaluates effectiveness of outcomes against established criteria 		✓		

Competency Elements: CUAPPR311	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
1.1 Select and review cultural, historical and contemporary information required for creative work	✓			
1.2 Extract and evaluate key ideas and concepts required for own work	✓			
1.3 Determine personal creative goals	✓			
1.4 Develop ideas using different sources of information	✓	✓		
2.1 Refine ideas through experimentation with tools, techniques, and elements and principles of design specific to creative work	✓	✓		
2.2 Confirm ideas and techniques using research, experimentation and discussion with required personnel	✓			
2.3 Discuss and present ideas and information about own work with required personnel	✓			
3.1 Identify and plan work processes and resources according to ideas	✓	✓		
3.2 Organise resources and work space based on plan for own work	✓	✓		
3.3 Realise ideas using resources and chosen techniques		✓		
3.4 Resolve technical problems within scope of own role as required	✓	✓		
3.5 Create record of own work that shows process of development	✓	✓		
4.1 Clean and maintain tools and work area, dispose of waste, and store equipment and materials	✓	✓		
4.2 Review own work for technical proficiency and success in communicating ideas		✓		
4.3 Review process of creating work and final outcome through self-evaluation and questioning others	✓	✓		
4.4 Plan future skill development using required information		✓		

Assessment Requirements: CUAPPR311	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

• produce at least two different creative works in any media using and adapting techniques to realise ideas.		✓		
• develop and refine creative ideas using exploration, review and discussion with required personnel	✓	✓		
• identify, select, assess and use required techniques, tools, equipment and materials for creative work, safely and sustainably	✓	✓		
• create physical, verbal, virtual, visual or written record of creative work produced	✓	✓		
• clean and maintain work area, and tools and equipment used, in safe and sustainable manner.	✓	✓		

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

• ways of sourcing information and developing, refining and communicating ideas for creative work	✓	✓		
• physical properties and capabilities of different materials, tools and equipment used in creative work	✓	✓		
• ways of exploring, adapting and combining techniques and materials to achieve different effects	✓	✓		
• formal elements and principles of design and their application to producing creative work in described in performance evidence	✓	✓		
• influence of historical and theoretical contexts on chosen area of creative work	✓			
• sustainability issues associated with tools and materials used in creative work	✓			
• procedures for working safely in the specific area of creative work described in the performance evidence.	✓			

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to:

• tools, equipment and materials	✓	✓		
• suitable facility for production of creative works.	✓	✓		
Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.	✓	✓		

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Foundation Skills: CUAPPR311	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
Learning <ul style="list-style-type: none"> Identifies areas to improve skills using evaluation and feedback Improves work practices and outcomes using different perspectives of others 	✓	✓		
Numeracy <ul style="list-style-type: none"> Identifies and sources required quantities when organising resources, based on analysis of work plan 	✓	✓		
Oral Communication <ul style="list-style-type: none"> Expresses ideas and methodologies clearly, using language required for audience and context Seeks and clarifies information using active listening and questioning 	✓	✓		
Reading <ul style="list-style-type: none"> Identifies techniques and procedures suitable for work using information from required sources 	✓	✓		
Writing <ul style="list-style-type: none"> Documents progress of work in required format for personal use 	✓	✓		
Teamwork <ul style="list-style-type: none"> Discusses ideas with using required communication practices 	✓	✓		
Initiative and enterprise <ul style="list-style-type: none"> Generates new or innovative ways of working using experimentation 	✓	✓		
Planning and organising <ul style="list-style-type: none"> Plans and organises information, methodologies and resource requirements 	✓	✓		
Self-management <ul style="list-style-type: none"> Understands and complies with legislative responsibilities 	✓	✓		

If a Third Party is completing this report no grade is required. The Third Party is required to fill in all Competency, Skills and Knowledge as Yes or No (Y or N) in the first student column as well as completing this identification form and declaration.

Name of Third Party confirming student's Competency, Skills and Knowledge:	
Do you have first hand experience of the applicant's work?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How long have you known/worked with the student?	
Relationship to the student:	<input type="checkbox"/> Colleague/Supervisor/Subordinate/Lecturer <input type="checkbox"/> Other (specify):
Third Party Contact Details:	Phone:
	Email:
Date:	
I declare that the information contained in this document is true and correct. Signature:	