

New and Updated National Qualifications for Visual Arts Craft and Design

A Discussion Paper

Please submit written comments by **26 March 2010** to:
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Thanks in advance for your input!

Table of Contents

A Little Bit of Background	3
Project History and Key Objectives	3
How Does the Training Package Impact Practitioners	3
A Word about this Discussion Paper	4
Using Existing Curricula	4
How to Provide Feedback	4
Some Big Picture Issues and Questions	5
Looking Out, Not In	5
Qualifications and Work.....	5
Links to Higher Education.....	5
Maturation of Skills	6
A Broad Qualification in Design?	6
Why Just Graphic Design?	6
Jewellery.....	6
Textiles	7
Photography /Photoimaging / Photomedia	7
Product Design	7
The Existing Training Package	7
Your Feedback on the Issues?	8
Section One: Visual Arts and Craft	9
Working as a Visual Artist / Craftsperson.....	9
Existing Visual Arts Qualifications in the VET Sector: A Snapshot.....	10
An Outline Qualification Structure for Discussion: Diploma of Visual Arts and Contemporary Craft ...	14
An Outline Qualification Structure for Discussion: Advanced Diploma of Visual Arts and Contemporary Craft	16
Your Feedback on Proposed Visual Arts Qualifications?	17
Section Two: Ceramics	18
Context for new Ceramics Qualification.....	18
Existing Ceramics Qualifications: A Snapshot.....	18
An Outline Qualification Structure for Discussion: Diploma of Ceramics	20
Your Feedback on the Proposed Diploma of Ceramics?	21
Section Three: Graphic Design	22
Working as a Graphic Designer	22
Existing Graphic Design Qualifications: A Snapshot	23
An Outline Qualification Structure for Discussion: Diploma of Graphic Design	25
An Outline Qualification Structure for Discussion: Advanced Diploma of Graphic Design	27
Your Feedback on the Proposed Graphic Design Qualifications?	28
Section 4: The Existing Training Package	29
Scope of the 'Fitness for Purpose' Review	30
What we Need to Hear from You	31
Appendix A: AQF Descriptors (Diploma and Above)	32
Appendix B: Draft List of Proposed New Units of Competency for CUV10	33

A Little Bit of Background

Project History and Key Objectives

The original Visual Arts Craft and Design (VACD) Training Package (CUV03) was funded for development up to Certificate IV, except in the area of Arts Administration where there is an Advanced Diploma of Arts Management. Higher-level qualifications had always been envisaged as part of the Training Package, and were seen by many to be the qualifications that reflect skill levels required for professional practice.

A 2005 IBSA study made recommendations for the development of a range of Diploma and Advanced Diploma qualifications in various design disciplines, Visual Arts and Craft, Ceramics and Photoimaging. Two qualifications were subsequently developed and included in CUV03 – a Diploma of Photoimaging and an Advanced Diploma of Creative Product Development.

Since 2005, Manufacturing Skills Australia (MSA) has also developed several qualifications in design for inclusion in Training Packages. This includes qualifications in the areas of fashion design, interior design and furniture design. MSA has also commenced work on higher-level qualifications for jewellery design.

Based on continuing stakeholder feedback and an update report completed in July 2009, IBSA now proposes the development of other qualifications recommended in 2005.

Alongside all of the discussion and activity around higher-level qualifications, the original Training Package is also due for an update.

The specific objectives of this project are therefore to:

- develop higher-level qualifications in the areas of Visual Arts and Craft, Ceramics, Graphic Design and potentially a broad Diploma of Design
- conduct a fitness for purpose review of CUV03, refining and updating all content to meet stakeholder needs and current policy requirements

The project will result in a reviewed and newly endorsed Visual Arts, Craft and Design Training Package (CUV10).

How Does the Training Package Impact Practitioners

The outcomes of this project will have a direct impact on our future art and design practitioners. Public and private training organisations will use the content of qualifications in the new Training Package to design courses for practitioners in the areas of graphic design, visual arts and craft.

The Training Package also incorporates skills and knowledge for people who wish to work in arts administration and management.

We welcome input from individual practitioners, arts organisations and educators across Australia.

A Word about this Discussion Paper

The proposed new qualifications are the main focus of the discussion in the first three sections of this paper. Section Four covers the context for the update of the existing Training Package.

The paper brings together work from 2005, early input from a range of stakeholders and an initial analysis of Visual Arts, Ceramics and Graphic Design programs from around the country. It tries to avoid re-covering old ground, so that the project's resources can be fully applied to developing (and updating) the best possible suite of national qualifications for the sector.

IBSA would like to thank all of those people who have provided input and ideas to date, including members of the National Project Reference Group and those individuals who have agreed to participate in a number of Expert Working Groups for the project.

In summary, the paper:

- briefly discusses some of the broader issues and challenges for the project
- sets a brief context for each proposed new qualification and provides an outline qualification for discussion. **Please note that these propose unit titles only – full units be written after consultation**
- Provides a context for the 'fitness for purpose' review of the existing Training Package with some key questions for users of the existing units and qualifications.

Supporting documents include:

- A mapping showing the proposed new units of competency and how they relate to the existing state / territory units programs that will inform their development
- List of all units in the current Visual Arts Craft and Design Training Package
- A copy of the previous scoping reports undertaken by IBSA

Using Existing Curricula

We begin the new development process on the premise that the project will make full use of recently developed state / territory materials to inform new national units of competency and qualifications at the higher levels. All of these programs are now in a competency-based format and have been developed with input from a wide range of practitioners and educators. IBSA would like to thank all those States and Territories who have provided materials to date. These have greatly assisted in this first phase of the project. The detailed analysis of content will continue through the unit development phase and be crucial in ensuring relevant content is captured. The author of this paper apologises for any unintended misinterpretation of material and would welcome any corrections.

We hope that the new national qualifications can build on as well as incorporate all the fantastic work that has been done at a State and Territory level.

How to Provide Feedback

We would appreciate your written feedback by **Friday 26 March**. Please email comments direct to the project consultant Nicola Burrige on nburridge@tmims.com.au

Face to face consultations are also being held in many States and Territories during March. Please see the IBSA website for details www.ibsa.org.au

From mid April, an online discussion forum will also be established and all stakeholders will be invited to participate.

Some Big Picture Issues and Questions

Looking Out, Not In

By its nature, the development of qualifications becomes an exercise in detail – how to express the skills that are needed, deciding which skills must be a core requirement to achieve the qualification and which can be open to the choice of individuals - plus of course writing the detailed content that will form the basis for an assessment of an individual's skills. Through the process, we need to make sure we don't get lost in that detail and keep a focus on the bigger world, making sure that both new and updated qualifications capture new and changing opportunities and contexts for practice.

Qualifications and Work

Qualifications in the vocational education and training (VET) sector are designed to reflect and provide skills that individuals use in professional practice – **that is practice that provides an income**. At the same time, everything we develop needs to incorporate a broad interpretation of terms like 'work', 'jobs', 'employment' and 'industry' to reflect the nature of creative practice and its relationship to the workplace. Graphic Design is a business and there are very direct links between qualifications and a (ever changing) range of workplace opportunities. Often there are no such direct connections between qualifications and a particular job in the Visual Arts and Craft sector. In fact, both artists and designers use their skills across all sectors of the economy at different times and in different ways.

Well, I never studied design and I went to art school to study art, you know, sculpture and things like that, and ended up making things like sculpture and started making chairs and jewellery together and that's how I started.

Marc Newson

Links to Higher Education

Visual Artists and Designers often use qualifications gained in the VET sector as pathways into higher education. Many people have emphasised the need to strengthen those pathways and links. The recent Bradley Report discusses this issue, but also highlights the importance and value of the practical skills based nature of vocational training. A key focus of this project will be to develop qualifications that have a sound **creative, conceptual and research** component while retaining a **focus on practical skills**.

The proposal for new qualifications at Diploma and Advanced Diploma level also takes the project into conversations about how these two qualification levels are different, to what extent they are similar or different from higher education qualifications, and of course the potential for future vocational qualifications at Graduate Certificate and Graduate Diploma level. There are no easy answers to these questions, as programs across both educational sectors vary significantly. Beyond the slightly simplistic *practical versus theory* debate there are many shades of grey.

For example, the whole Graphic Design Diploma at RMIT maps to the first year of the Bachelor degree. In other situations Diploma graduates may receive credit for up to the first two years of an undergraduate program. At a higher level, some Graduate Diploma content is quite consistent with outcomes articulated in VET Diploma qualifications. Plus, of course, articulation is no longer a one-way street from VET to Higher Education - as university graduates seek more practical skills in the VET system.

To some extent the arrival of national qualifications in the VET sector will assist in providing a benchmark for use in these discussions. All outline qualifications put forward in this paper include a descriptor, which articulates the key characteristics of outcomes at a particular level. Appendix A

provides a one-page summary of relevant Australian Qualifications Framework descriptors (as per newly proposed framework currently being refined and tested).

Maturation of Skills

Art and Design sector concerns about competency-based training have often related to the perceived (and sometimes real) tendency of units of competency to take a simplistic task based approach to expressing the skills required to achieve a particular outcome. Over time this has changed, and certainly the aim of this project is to create content that explicitly encompasses the notion of holistic and integrated practice and which is structured to reflect concepts of ***practice, process and experimentation for maturation of specialised skills and knowledge.***

A Broad Qualification in Design?

Current approaches to Design education in the vocational sector at Diploma and Advanced Diploma level are generally specialised in nature – that is, people undertake a program specifically focused on a particular Design discipline. This is what will happen with the proposed new Graphic Design qualifications. The 2005 project confirmed this approach with little support for more broadly based qualifications. However, even then there was an acknowledgement that more and more designers were working across disciplines.

At the same time, though with a slightly different focus (on industries not traditionally ‘into’ design), the Victorian Qualifications Authority did develop a suite of broad Design qualifications including a Diploma. A recent decision has been taken not to re-accredit these programs and uptake was very low.

Based on some recent stakeholder input, and the continuing emergence of cross-disciplinary practice, the potential for a broadly based Design qualification is being re-considered as part of this project. Initially this was suggested at Diploma level providing that cross-disciplinary freedom and thinking at the beginning of a person’s training, which then may or may not lead to specialisation at a higher level. Other conversations have tentatively explored the development of a **higher** level qualifications (at say Vocational Graduate Certificate level) which may come **after** specialisation within a Diploma or Advanced Diploma. Some feel that this is a more likely reflection of what actually happens.

This overall topic is open for discussion as part of the project.

Why Just Graphic Design?

This project begins on the basis that IBSA will develop qualifications in areas not already covered by other Industry Skills Councils. Manufacturing Skills Australia (MSA) has recently developed several qualifications in design for inclusion in various Training Packages. This includes qualifications in the areas of fashion design, interior design and furniture design. For this reason, those areas are not included for development.

The scope of the current project **does** include the identification of any content gaps in the various qualifications developed by Manufacturing Skills Australia, with the potential to develop additional units for use in those qualifications – and we are seeking feedback from our stakeholders about this issue.

Jewellery

Manufacturing Skills Australia has recently commenced work on higher-level qualifications for jewellery design and is consulting with educators and practitioners as part of the development process. Our understanding is that this will include stakeholders with a creative ‘designer maker’ perspective. Units

of competency developed as part of MSA's jewellery design work are therefore likely to capture a significant number of the skills needed to support professional jewellery practice.

In the context of this project, jewellery appears as a specialisation in a small number Visual Art and Craft qualifications, and the flexibility for this to continue needs to be incorporated – using units from the MSA Jewellery Design project as specialised electives **if possible**. IBSA will be liaising with MSA as content is developed.

Textiles

Like jewellery, textiles is an area of practice covered in part by the work of Manufacturing Skills Australia, and *the Diploma of Textile Design and Development* was endorsed in 2007. In Victoria, this qualification has replaced earlier arts based qualifications in Screen Print Design and Studio Textiles and Design. In Western Australia there is a dedicated fashion and textile design program. In the context of Visual Arts, only one State appears to offer textiles as a specialisation option within the Diploma qualification.

An initial evaluation of content from the textile design and development qualification suggests that while there are some units that certainly have relevance to an arts outcome, there is much that has a much more commercial and industrial focus.

Photography /Photoimaging / Photomedia

A Diploma of Photoimaging was added to the Visual Arts Craft and Design Training Package in 2007. This qualification includes an outcome for what is termed an *Art Photographer*. Implementation of this qualification is in its early days.

Many Visual Arts qualifications currently incorporate photography / photoimaging / photomedia as a specialised stream and extensive state / territory content has been developed to support the specialisation. A discussion is needed about how units developed in 2007 may be relevant to a Visual Arts outcome when combined with other units developed as part of the current project - units such as *Plan, capture and exploit art photimages* , *Explore the descriptive and emotive nature of photo lighting* or *Investigate and exploit innovative imaging options*.

IBSA welcomes discussion on this area of practice.

Product Design

IBSA's work in 2005 identified a potential qualification in Product Design, which would incorporate furniture design as one of its key outcomes. Since that time specific qualifications have been developed for furniture design. This leaves open the question of a vocational qualification for product design in the future.

The Existing Training Package

The 'fitness for purpose' review of the current Training Package provides an opportunity to both update and enhance existing units and qualifications. The project scope does not permit a wholesale review of the package structure, but we are keen to hear about particular things that could be improved.

Your Feedback on the Issues?

- *What do you see as the big picture questions and opportunities that the project needs to keep in focus?*
- *Do you have particular suggestions about how Training Package content can encourage better links with higher education?*
- *If you are a user of national qualifications in fashion, interior or furniture design, are there gaps that you would like to identify where it might be appropriate for IBSA to draft additional units?*
- *What are your views about the potential for a broad qualification in Design?*
- *If you support the concept, what would be the appropriate level for a broad qualification in Design? And how could training organisations be encouraged to deliver it?*
- *What are your views about jewellery, photography or textiles content in the Training Package?*
- *What are your views about the need for vocational qualifications in Product Design?*

.....and are there any other comments you would like to make?

Section One: Visual Arts and Craft

Working as a Visual Artist / Craftsperson

In terms of the number of visual arts practitioners working in Australia, national data is limited.

The first table below shows data from the 1996 and 2006 Census in terms of the numbers of people who identified their occupation as being in a particular area of Visual Arts. The second table is taken from the ABS: Work in culture and leisure survey 2007 – where the numbers are obviously much larger. This shows the number of people with paid visual arts activity as part of their main job. There is no detail on what those jobs are but some of them are likely to be in education, community work and so forth.

Occupation	No. of persons in 1996	No. of persons in 2006
Potter or Ceramic Artist	2,155	652
Visual arts and crafts professional (not further defined)	210	400
Artists and related professionals	3,603	3,760
Painter (visual arts)	2,414	2,442
Visual arts and crafts professionals (not elsewhere classified)	4,268	3,899
Designers and illustrators (not further defined)	2,142	3,778

Activity	No. of persons with paid activity as part of main job
Drawing	64,600
Painting	28,400
Sculpture	13,200
Photography	52,800
Print-making	21,800
Creating artworks with a computer	98,400
Other visual arts activities	*11,400
Pottery and ceramics	14,400
Textiles	23,300
Jewellery making	10,000
Furniture making and wood crafts	35,500
Glass crafts	*4,800
Other craft activities	*13,800

** estimate with large standard error to be used with caution*

It is well known that many visual artists and craftspeople make an insubstantial living from their artwork alone. They work under variable employment arrangements being unemployed, self-employed, employed on contract or commission, or salaried on a full-time or part-time basis. Creative practitioners also face difficult working conditions and issues. They often work in isolation under relatively poor health and safety conditions. They must be vigilant about copyright and take responsibility for much of their own business management including marketing and taxation.

In this environment, the range of skills needed by visual artists and craftspeople is extremely broad. All practitioners share skills in creativity, professional and industry practice, communication and visual literacy. But most importantly they have well developed expertise in their chosen artform(s)

'(We need) training for excellence in a specialisation, no matter the area eg glass, painting of a specific sort, sculpture....I can only find the best artists jobs...an emphasis on expertise is crucial....' Artsource, Western Australia (from 2005 IBSA report)

A key challenge for the current project will be to effectively articulate these specialised skills in a flexible, workable framework. On the one hand, the framework must allow for difference and diversity; on the other it must set a benchmark for the expertise described above - with a direct relationship to professional practice. Arts educators in the VET sector have been setting these benchmarks for decades, and the project will build on the extensive work already undertaken.

Existing Visual Arts Qualifications in the VET Sector: A Snapshot

*Please note that information in this section is only based on data supplied by those **public** training organisations that have chosen to provide program details to the national project. Where full units of competency have not been provided, initial analysis is based purely on unit titles.*

Diploma Qualifications

6 Diploma qualifications were reviewed. As expected, there are many similarities and some differences in approach:

- Entry requirements vary between programs, and in many cases the requirement of 'Certificate IV...or equivalent' provides a good level of flexibility
- In all six qualifications, core requirements are based around broad units allowing for choice in relation to the specialised art form
- There are some skills required in all qualifications
 - Business / professional practice skills
 - History and theory (contextual studies)
 - Concept development (though this is more explicitly covered in some programs than others)
 - Studio skills related to particular artforms
- Critical analysis and drawing feature strongly in the majority of qualifications
- OHS is only a requirement as a separate unit in NSW and Victoria – but is well integrated in specialised art based units in qualifications from other states and territories
- The exhibition of artworks is required in two out of six qualifications
- The range of specialisations offered varies:
 - All qualifications offer specialisations in Ceramics, Painting, Sculpture, Printmaking
 - Four out of six qualifications offer specialisations in:
 - some aspect of digital content (variously digital animation, digital media, digital art and digital content)
 - Drawing as a specialisation
 - Three out of six offer photography or photomedia (or both)
 - Two out of six qualifications:
 - have units dedicated to multidisciplinary practice
 - offer Glass as a specialisation
 - offer jewellery as a specialisation (in some states jewellery is a dedicated Design course)
 - include units for installation
 - include units for public art (a Graduate Certificate also exists in one State)

- Performance Art and Video Art / Video Media, Textiles and Wood Design feature in one qualification each
- One state has a dedicated Diploma of Illustration while other programs include illustration units as options in the Visual Arts qualification
- NSW offers a range of 'cultural support' units applicable to all practitioners including Aboriginal and Torres Strait Islander people - these include content around cultural and ethnic practice and tradition
- In the context of Aboriginal and Torres Strait Islander cultural arts practice, Queensland offers a full suite of dedicated courses at various levels with large number of units of competency to support those programs. To inform appropriate development, these units and qualifications need further research and consultation with the key contact in Queensland (who is returning from leave in mid February).

Advanced Diploma Qualifications

Three States / Territories offer an Advanced Diploma qualification though each has a different focus (variously Fine Art, Visual Art and Craft, Art and Design). The approach to specialisations varies more than in Diploma qualifications.

Broadly speaking, all Advanced Diplomas build on Diploma qualifications in terms of maturing studio practice, drawing, contextual studies, professional practice and art discourse and debate.

Using Consistent Frameworks in Qualification Design

Visual Arts qualifications across the country are now generally written in a competency based format – that is they are built around units of competency that articulate the criteria on which judgments are made about a person's skill and knowledge.

In the majority of cases, specialised skills for different artforms are captured in units that follow a consistent pattern to express requirements around:

- Concept development
- Techniques
- Materials, processes and technologies
- Creation of a body of work
- Research and analysis / visual literacy and culture etc
- Professional practice

In some cases this pattern varies. For example painting skills are expressed in terms painting style or content, or particular specialised skills are drawn out to create additional dedicated units (e.g. in ceramics). Needless to say, there are also many variations within the variations across states and territories!

Our challenge is to create a sound, clear and accessible framework of units that:

1. Clearly articulates the depth and breadth of both specialised and generic skills
2. Allows for diversity and **innovation** in skills acquisition and training

The table below shows examples of different approaches across states and territories (XX indicates where the particular specialisation is inserted).

Diploma					
<ul style="list-style-type: none"> Explore investigative techniques and skill development techniques in art / design Manage art/design projects Apply processes and practices in art/design <i>An overall much broader approach as units are not specific to a discipline but apply to all</i> 	<ul style="list-style-type: none"> Explore techniques and the principles of aesthetics to create XXX Generate and refine XX themes and concepts Realise XXX Develop self as XX and conduct critical discourse 	<ul style="list-style-type: none"> Produce artworks Exhibit artworks <i>Then a range of units specific to the artform. For example painting using traditional media, using mixed media</i> 	<ul style="list-style-type: none"> Research historical and contemporary practice and theory in XX to inform own work Develop a framework for the realisation of own XX practice Use XX techniques at an advanced level Explore and develop use of selected materials and processes to apply to own XX Produce a coherent body of XX work 	<ul style="list-style-type: none"> Apply research and critical analysis to inform artistic design and practice (core) Develop and refine artistic practice to produce a thematically connected XXX Realise thematically connected XX <i>Diploma uses specialisation units from existing Training Package as part of elective choices</i> 	<ul style="list-style-type: none"> Develop studio projects Refine studio projects <i>Then a range of artform specific units some. For example certain types of painting (feminist, landscape)</i>
Advanced Diploma					
<ul style="list-style-type: none"> Produce material and apply practices for art/design promotion Develop self as art/design practitioner <i>An overall much broader approach as units are not specific to a discipline</i> 	<ul style="list-style-type: none"> Explore, originate and evaluate creative concepts for XXX Create and critically explore concept production and evaluation in XX Develop a visual journal for either 2D or 3D artwork 				<ul style="list-style-type: none"> Initiate XX Evaluate XX Develop / create XX <i>With other units to support this framework specific to the artform</i>

This 'framework' approach facilitates flexibility, allowing training organisations to tailor content to participant needs and preferences, while placing parameters around the scope and depth of skills and knowledge that are required to work as a visual arts practitioner at a particular level.

However, there is also a need for caution – as units must capture and articulate the specialised aspects of each area of practice – unique knowledge, techniques and materials - and where possible, include a clear expectation of scope in the Critical aspects for assessment. Some State based units of competency already do this very well.

Based on analysis of existing content, the outline qualification drafts below suggest a guideline framework at Diploma level to inform the unit writing process:

- Generate and refine concepts for XX
- Extend technical skills for the creation of XX
- Experiment with materials, technologies and processes for the creation of XX
- Realise a body of XX work

These units would be supported by a wide range of other units both general and specific, in areas such as drawing, exhibition of work, professional practice, and particular technical / specialist skills that are identified. In some cases, those other specialist skills would come from different Training Packages (eg Screen and Media); in others they would be developed as part of this project.

Important Note: it is quite likely that the structure suggested above will change and develop for different specialisations as individual units are written and detailed content is teased out – but it provides the starting point for that process to occur. We welcome feedback, discussion and particular suggestions during the consultation phase.

At Advanced Diploma level, the outline qualification suggests a broader approach on the basis that the real focus seems to be on the independent origination and evaluate of a body of work (studio skills) supported by more sophisticated research, critical analysis, contemporary arts discourse, visual culture etc.

An outline draft qualification structure for a Diploma and Advanced Diploma of Visual Arts and Contemporary Craft is suggested below **to provide a basis for discussion during the first consultation phase of the project.** At this stage the outline is based only on unit titles. A detailed mapping document shows the relationship between suggested new units and existing State / Territory units of competency is also available to interested stakeholders on the IBSA website.

An Outline Qualification Structure for Discussion: Diploma of Visual Arts and Contemporary Craft

CUV50110X	Diploma of Visual Arts and Contemporary Craft
Qualification Notes	
<p><i>Descriptor</i></p> <p>This qualification reflects the role of visual arts practitioners who combine specialised technical and creative and conceptual skills to develop and manage their own arts practice. They are able to plan, design and realise a body of work usually (but not always) in a single artform. Visual arts practice at this level is underpinned by a sound grasp of art theory and history and the ability to critically analyse and synthesise information from a range of sources. Discourse and communication around complex ideas and concepts is also required.</p> <p><i>Job roles</i></p> <p>Visual artists work in a wide range of contexts across all areas of the arts and other industries. They are often sole practitioners but may also hold positions in government or commercial organisations.</p> <p><i>Qualification pathways</i></p> <p>Entry requirements</p> <p>There are no entry requirements for this qualification (see below for recommendations)</p> <p>Pathways into the qualification</p> <p>It is recommended that people undertaking this qualification either:</p> <ul style="list-style-type: none"> ○ Already hold a Certificate IV qualification in visual arts or a related discipline OR ○ Possess a range of well developed art / design skills <p>Pathways from the qualification</p> <p>The conceptual and theoretical content in this qualification prepares individuals for learning at higher levels. People with a Diploma of Visual Arts often engage in further learning in vocational and higher education through Advanced Diploma and Degree qualifications in a range of arts related disciplines and beyond.</p>	
Packaging Rules	
<p>Total number of units = 15</p> <p>6 core units <i>plus</i></p> <p>9 elective units</p> <ul style="list-style-type: none"> • At least 4 elective units must be selected from Group A: Visual Arts Specialist Units (<i>should there be a requirement for a certain number to be selected from one artform?</i>) • At least 2 elective units must be selected from Group B: Professional Practice and Business Management • Remaining units may be selected from the General Electives list below, from any endorsed national Training Package or State/Territory accredited course. <p>Elective units must be relevant to the work outcome, local requirements and the qualification level.</p>	

CUV50110X	Diploma of Visual Arts and Contemporary Craft
<p>Core Units</p> <p>CUVPRPNEW502X Present and critique a body of own work CUVDRWNEW501X Use advanced drawing techniques to represent and communicate concepts CUVHISNEW501X Analyse cultural histories to inform art and design practice CUVPRPNEW501X Develop a sustainable professional practice CUVIND501A Maintain and apply creative arts industry knowledge OHS Unit? (to be sourced - many are not appropriate)</p> <p>Elective Units</p> <p>Group A: Visual Arts Specialist Units (at least 4) Group A to include a broad range of units covering the following areas:</p> <ul style="list-style-type: none"> • Ceramics • Digital Art • Drawing • Glass • Illustration • Jewellery (see questions below) • Painting • Photoimaging / Photomedia ? (see questions below) • Printmaking • Public Art • Sculpture • Textiles • Wood Design • Multi-disciplinary practice <p>Plus units such as:</p> <p>CUVHISNEW503X Interrogate specialised bodies of knowledge to enhance arts practice The suggested framework for these units is as follows (each specialisation to have its own set of units): CUVVSPNEWX Generate and refine concepts for XX CUVVSPNEWX Extend technical skills for the creation of XX CUVVSPNEWX Investigate and use materials, technologies and processes for the creation of XX CUVVSPNEWX Realise a body of XX work</p> <p>Important Note: This framework is a guideline for the unit writing process as discussed above, and is subject to change as first drafts are developed.. Initial feedback is very welcome.</p> <p>Group B: Professional Practice & Business Management (Examples only – list to include broad range)</p> <p>CUVHISNEW502X Research and engage in contemporary arts discourse CUVCRS11A Select and prepare work for exhibition BSBSMB401A Establish legal / risk management requirements of small business BSBSBM403A Promote the business BSBCRT402A Collaborate in a creative process CUVADM10B Research and utilise revenue and funding opportunities CUFCMP501A Manage and exploit copyright</p> <p>General Electives Relevant units from this and other Training Packages / more options around skills such as drawing, design, etc</p>	

An Outline Qualification Structure for Discussion: Advanced Diploma of Visual Arts and Contemporary Craft

CUV60110X	Advanced Diploma of Visual Arts and Contemporary Craft
Qualification Notes	
<p><i>Descriptor</i></p> <p>This qualification reflects the role of visual arts practitioners who have a command of wide-ranging, highly specialised technical, creative and conceptual skills and knowledge. These skills allow practitioners to extend and refine their studio practice to a point where they are able to originate, realise and exhibit a substantial body of resolved work that expresses their individual creative vision. The ability to engage in critical discourse and debate about own work and the work of others is underpinned by a mature engagement with a range of theoretical concepts and historical perspectives.</p> <p><i>Job roles</i></p> <p>Visual artists work in a wide range of contexts across all areas of the arts and other industries. They are often sole practitioners but may also hold positions in government or commercial organisations.</p> <p><i>Qualification pathways</i></p> <p>Entry requirements</p> <p>There are no entry requirements (???) for this qualification (see below for recommendations)</p> <p>Pathways into the qualification</p> <p>It is strongly recommended that people seeking to achieve this qualification possess either:</p> <ul style="list-style-type: none"> ○ A diploma level qualification in visual arts or a related discipline OR ○ Skills at an equivalent level, including highly developed artform specific expertise and appropriate critical thinking ability <p>Pathways from the qualification</p> <p>The conceptual and theoretical content in this qualification prepares individuals for learning in higher education across a broad range of disciplines.</p>	
Packaging Rules	
<p>Total number of units = 14</p> <p>7 core units <i>plus</i></p> <p>7 elective units</p> <p>Units may be selected from the list below, from any endorsed national Training Package or State/Territory accredited course</p> <p>Elective units must be relevant to the work outcome, local requirements and the qualification level.</p> <p>Core Units</p> <p>CUVPRPNEW501X Develop a sustainable professional practice</p> <p>CUVVSPNEW601X Originate a (resolved) body of work</p> <p>CUVPRPNEW601X Exhibit a body of own work</p> <p>CUVPRPNEW602X Expand boundaries of own work</p>	

CUV60110X	Advanced Diploma of Visual Arts and Contemporary Craft
<p>CUVHISNEW601XX Research and debate Visual Culture</p> <p>CUVVSPNEW531X Explore own work in the context of multidisciplinary and transdisciplinary practice</p> <p>CUVDRWNEW604X Extend and refine drawing expertise to support professional practice</p> <p>Elective Units <i>(Examples only – list to include broad range)</i></p> <p>BSBCRT601A Research and apply concepts and theories of creativity</p> <p>CUVDES601A Design innovative products</p> <p>BSBDES601A Manage design realisation</p> <p>BSBREL701A Develop and cultivate collaborative partnerships and relationships</p> <p>Other specialisation support units / relevant units from other Training Packages / more options around skills such as drawing, design , plus some specialisation units</p>	

Your Feedback on Proposed Visual Arts Qualifications?

We appreciate that the outline qualifications only enable feedback at an overview level and that much more detailed comments will need to be made once units are drafted.

Big Picture Questions

- *How well do the proposed Diploma and Advanced Diploma qualifications capture the skills required by visual arts practitioners? What would you change and why?*
- *Are the outlines sufficiently flexible to allow for a creative and varied approaches – and sufficiently rigorous to ensure sound development in crucial skills?*

Detailed Questions

- *Are the four suggested units an appropriate framework to guide unit development for the specialisations nominated? Do you have any particular suggestions for different approaches in particular areas of specialisation?*
 - *Several existing programs include specialisations or options in Photoimaging / Photomedia. The recently developed Diploma of Photoimaging includes an outcome for an art photographer. Is this not appropriate? Could we / should we structure a good outcome for arts photography in the Visual Arts qualification through effective use of relevant units?*
 - *Jewellery practice is treated differently across states and territories – sometimes as a specialisation within a visual arts qualification, and sometimes as a completely separate program of Jewellery Design. What are your views about the inclusion of jewellery in the Visual Arts qualification and to what extent might it be appropriate to include a design focus?*
 - *Drawing – how do we create a meaningful framework of units that can be used flexibly not just for Visual Arts and Craft, but much more broadly?*
-and are there any other comments you would like to make?**

Section Two: Ceramics

Context for new Ceramics Qualification

Statistics about Ceramics work and meaningful interpretation of what is available is challenging.

In the 1996 Census 2,155 people identified their occupation as Potter or Ceramic Artist. By 2006 this number had reduced to 652. However, the Culture and Leisure Survey 2007 identified that there were 14,400 people with paid pottery and ceramics activity as part of their main job. This was 85% of those involved in pottery or ceramics more broadly. There is no information about what those 'main' jobs are, but some of them are likely to be in education, community work and so forth.

Employment in Culture, Australia 2006 (ABS) identified that a majority of Potters and Ceramic Artists (63%) received an income of less than \$400 per week.

The Australian Ceramics Association has 560 members.

The 2005 IBSA study found that there was strong support for separate Ceramics qualifications in particular in states and territories with a history of dedicated ceramics programs.

The key difference in outcome between a ceramicist who undertakes a broader Visual Arts program and one who undertakes a dedicated ceramics qualification relates to the depth and complexity of technical skills and knowledge in areas such as glaze technology, clay, handforming, wheelthrowing, casting and mouldmaking. This forms the basis of the individual's ability to establish a viable ceramics practice. In terms of developing a qualification, this suggests a structure which might have a more extensive range of core requirements, and which would incorporate specific units with greater depth.

Existing Ceramics Qualifications: A Snapshot

*Please note that information in this section is only based on data supplied by those **public** training organisations that have chosen to provide program details to the national project. Where full units of competency have not been provided, initial analysis is based purely on unit titles.*

Two states offer dedicated qualifications in Ceramics - NSW and Victoria. Both qualifications are at Diploma level and both have been re-developed quite recently and have involved significant input from practitioners (in NSW the program is yet to be accredited). In NSW, ceramics options are also offered as part of the broader Advanced Diploma of Fine Arts. Other states and territories provide options for ceramics within broader Visual Arts qualifications at both Diploma and Advanced Diploma level where those qualifications exist.

Despite the fact that qualifications and units are structured or named differently, initial analysis suggests there are many similarities between Ceramics Diplomas in NSW and Victoria. Some of this similarity stretches across the ceramics options offered around Australia (caution is needed as NSW units are not yet available for review) and is consistent with earlier scoping work undertaken by IBSA:

- Core requirements of both Ceramics qualifications include OHS, drawing, design, history / theory and research / analytical skills
- Specialised skills in glazing, wheelforming, handforming, mouldmaking and decoration appear in both qualifications, plus of course the need to produce work (the Victorian qualification is more explicit in this regard with particular unit focusing on the production of "a thematically connected series of ceramics")

- Both qualifications have a requirement for professional practice and business skills (with a greater level of choice in the NSW qualification)

Some of the points of difference between the two Ceramics qualifications include:

- Entry requirements – the NSW qualification requires Certificate IV in Ceramics or equivalent, Victorian requirements are broader (drawing and design skills, use of themes, media and approaches in art work detail and originality)
- Exhibition of work (a requirement in NSW qualification, an elective in Victoria)
- A suggestion that there is more focus on drawing in NSW with two units rather than one (inference from unit titles only)
- Slightly different approaches to firing and kilns (NSW has specific unit on kiln design and construction, whereas Victoria had dedicated unit on firing ceramics that is about use of kilns)
- A more explicit focus on clay body moulds and slip casting in NSW (inference from unit titles only)
- Specific units focussing on industrial applications of glazing, kilns and surface treatments in NSW (as electives)

An outline draft qualification structure for a Diploma of Ceramics is suggested below **to provide a basis for discussion during the first consultation phase of the project**. At this stage the outline is based only on unit titles. A detailed separate mapping document shows the relationship between suggested new units and existing State / Territory units of competency (this document is available for download from the IBSA website).

An Outline Qualification Structure for Discussion: Diploma of Ceramics

CUV50210X	Diploma of Ceramics
Qualification Notes	
<p><i>Descriptor</i></p> <p>This qualification reflects the role of ceramicists who combine specialised technical, creative and conceptual skills to develop and manage their own ceramics practice. They are able to plan, design and realise a body of ceramic work using in depth skills specific to ceramics technologies, materials and processes. Practice at this level is underpinned by a sound grasp of ceramics and broader art theory and history plus the ability to critically analyse and synthesise information from a range of sources. Discourse and communication around complex ideas and concepts is also required.</p> <p><i>Job roles</i></p> <p>Ceramicists may work as an independent practitioner or within an organisation.</p> <p><i>Qualification pathways</i></p> <p>Entry requirements</p> <p>There are no entry requirements for this qualification.</p> <p>Pathways into the qualification</p> <p>This qualification is appropriate for individuals who:</p> <ul style="list-style-type: none"> ○ Hold a Certificate IV qualifications in Ceramics OR ○ Who have some experience in the technical and artistic aspects of ceramics practice <p>Pathways out of the qualification</p> <p>The conceptual and theoretical content in this qualification prepares individuals for learning at higher levels. People with a Diploma of Ceramics may engage in further learning in vocational and higher education through Advanced Diploma and Degree qualifications in Ceramics or the broader range of arts related disciplines.</p>	
Packaging Rules	
<p>Total number of units = 20 15 core units <i>plus</i> 5 elective units</p> <p>Elective units may be selected from the list below, from any endorsed national Training Package or State/Territory accredited course.</p> <p>Elective units must be relevant to the work outcome, local requirements and the qualification level.</p> <p>Core Units</p> <p>CUVVSPNEW501X Generate and refine concepts for ceramics work</p> <p>CUVVSPNEW502X Extend technical skills for the creation of ceramic pieces</p> <p>CUVVSPNEW503X Investigate & use materials, technologies and processes for the production of ceramics</p> <p>CUVVSPNEW504X Realise a body of ceramics work</p> <p>CUVVSPNEW505X Extend and refine wheelforming techniques</p>	

CUV50210X	Diploma of Ceramics
<p>CUVVSPNEW506X Extend and refine handforming techniques</p> <p>CUVVSPNEW507X Explore and experiment with specialised glaze technology</p> <p>CUVVSPNEW508X Extend and refine mouldmaking techniques</p> <p>CUVVSPNEW509X Explore and experiment with ceramics decoration</p> <p>CUVPRPNEW502X Present and critique a body of own work</p> <p>CUVDRWNEW501X Use advanced drawing techniques to represent and communicate concepts</p> <p>CUVHISNEW501X Analyse cultural histories to inform art and design practice</p> <p>CUVPRPNEW501X Develop a sustainable professional practice</p> <p>BSBDES401A Generate design solutions</p> <p>BSBSMB401A Establish legal and risk management requirements of small business? (includes OHS , or source OHS unit that is appropriate – most reviewed to date are not suited to sole practitioner practice)</p> <p>Elective Units</p> <p>Visual Arts Specialist Units</p> <p><i>This list to include other potential Ceramics units plus units relating to relevant visual arts and craft specialisations (e.g. sculpture, painting, drawing)</i></p> <p>General Electives <i>(Examples only – list to include broad range - suggestions welcome)</i></p> <p>CUVPRPNEW502X Research and engage in contemporary arts discourse</p> <p>BSBSBM301A Investigate micro business opportunities</p> <p>BSBSMB401A Establish legal / risk management requirements of small business</p> <p>BSBSBM403A Promote the business</p> <p>BSBCRT402A Collaborate in a creative process</p> <p>BSBCRT501A Originate and develop concepts</p> <p>CUVADM10B Research and utilise revenue and funding opportunities</p> <p>BSBPMG510A Manage projects</p> <p>BSBDES403A Develop and extend design skills and practice</p>	

Your Feedback on the Proposed Diploma of Ceramics?

We appreciate that the outline qualifications only enable feedback at an overview level and that more detailed comments will need to be made once units are drafted.

Big Picture Questions

- *How well does the suggested outline capture the skills needed by ceramicists? What are your suggestions for any change?*
- *What are the particular drawing skills needed by ceramicists – which drawing skills are an absolute must, and which are ‘nice to have’ depending on individual practice?*

Detailed Questions

- *The suggested outline includes a large number of core units. A possible alternative approach is to have a smaller group of core units and then require people to select a specified number of specialised ceramics units from a group (this could provide greater flexibility). What are your views on the best structure?*
 - *What are your views on the scope and depth of skills needed in the areas of decoration, surface treatments, mouldmaking / slipcasting / clay body moulds. Which should be requirements and which are options?*
-and are there any other comments you would like to make?**

Section Three: Graphic Design

Working as a Graphic Designer

In the 2006 Census 27,409 people identified their occupation as Graphic Designer. This was more than double the 1996 Census figure (13,086).

The following excerpt from the Design Institute of Australia website captures the breadth and depth of the Graphic Designer's role.

Graphic designers develop and prepare information for publication with particular emphasis on clarity of communication and the matching of information styles to audience requirements.

Graphic designers sometimes refer to their area of specialisation as visual communication and some university courses use this as the course title.

The information they deal with not only requires a sound understanding of text based communication but also requires them to skilfully use the communication properties of symbols, colours and pictures.

They prepare concept layouts and mock-ups to discuss project details with clients. They prepare or subcontract diagrams, illustrations and photography. They resolve all communication elements into a final format to suit the required physical or digital media.

They select paper and other printing materials, resolve manufacturing details and produce instructions for others involved in the reproduction process. They organise and oversee proofs and colour separations to prepare for printing and liaise with suppliers who specialise in the many forms of digital and computer based information distribution mechanisms.

Graphic designers often work as part of a project development team. While other specialists such as marketing managers and advertising specialists work on the strategies of distributing information to the market place and determining beneficial product positioning the graphic designer may be working on the image and branding that will appeal to and attract the intended customer.

The immense volume of visual material produced to support both commercial and cultural purposes means that the areas of employment open to graphic designers are very broad. There are many opportunities for employment within companiesas well as great scope for self employment

The rapidly developing areas of digital media relating to the internet and multimedia business presentations are opening up new areas of employment for graphic designers.

Where Graphic Designer mainly work - Advertising Agencies, Public Relations Firms, Design Consultancies, Government & Business Promotion Departments, Desk Top Publishing, Web Design, Printing Companies, Packaging Companies, Manufacturer's Promotion Departments, Publishers, Newspapers, Magazines...or self-employed

Like all design, Graphic Design is business, and there is a need for highly skilled graduates to meet the professional demands of the workplace. The work of designers embodies the full range of problem solving applications, ranging from those that are strictly rational, analytical and objective to those that are inspirational, artistic and subjective.

In terms of developing the new qualifications, many stakeholders (both during the 2005 study and more recently) have emphasised the need for an appropriate combination of strong technical skills alongside creative and conceptual ability. Indeed in more general terms, these are fundamental characteristics of qualifications at Diploma and Advanced Diploma level (and above). Appendix A provides a summary of the purpose and general outcomes of different qualification levels.

No doubt there will be some discussion around the required balance of different skills; about which are **required** and which may be an **option**. Given the scope of potential areas of employment and the pace of change in terms of technology, initial thinking is that the qualifications will need to include a significant level of flexibility where individuals and training organisations are able to ‘cherry pick’ units from a broad range. Forcing people to specialise (when in many cases individuals do not know where they would like to specialise) might be counterproductive. This **flexibility** will sit on top of a core requirement that ensures the **rigour and integrity** of the qualification.

Within the approach outlined above, it may be useful to users if optional units were grouped under particular areas of graphic design practice. There are a number of ways to do this and we are seeking feedback in the first consultation phase of the project about this topic. One initial suggestion put forward is that business broadly falls into the following categories:

- Digital Design
- Graphic Design for the Built Environment (signage and wayfinding)
- Branding and Print Communication Design
- Advertising design

Potentially the approach might be broader at Diploma level with particular specialist units at Advanced Diploma. Again, something for discussion.

Existing Graphic Design Qualifications: A Snapshot

*Please note that information in this section is only based on data supplied by those **public** training organisations that have chosen to provide program details to the national project. Where full units of competency have not been provided, initial analysis is based purely on unit titles.*

Six states/territories offer Diploma and Advanced Diploma qualifications in Graphic Design (either one or both). Some of these courses have been developed quite recently. A significant number of private training colleges also offer qualifications in this area.

- Allowing for different structures and nomenclature, there is a consistent requirement across all qualifications reviewed in the following skill areas:
 - Design industry knowledge
 - Visual communication concepts / principles
 - Concept development
 - Drawing
 - Colour theory / management
 - Design process, including skills for managing the complete process
 - Technical graphic design skills (eg producing graphics, page layouts)
- Most Graphic Design Diploma qualifications have a broad entry requirement. In the one case where a Certificate IV in Graphic Design or equivalent is required, this is reflected with a much smaller number of units being required at Diploma level. Entry requirements into Advanced Diploma qualification are much tighter, and often a Diploma of Graphic Design is required.

- All qualifications use an extensive range of units from existing Training Packages, often as part of the core requirements:
 - Business Services – design process, creative thinking, business skills
 - Printing and Graphic Arts – pre-press
 - Information Technology – web design and general IT skills
 - Screen and Media – animation, digital content, creative writing
 - Visual Arts Craft and Design – photography, drawing, illustration
- Particular units related to advertising and packaging appear in several qualifications
- In one case, a large number of units has been created to address particular contexts for practice including separate units for visual identity, corporate identity, environmental designs, information graphics, publication designs, branding strategies and designs, signage and 3D display graphics (content of these units was not available at the time of preparing this paper)
- Key differences between Diploma and Advanced Diploma qualifications centre around scope and complexity of work, including a focus on the realisation of complete projects

An outline draft qualification structure for a Diploma and Advanced Diploma of Graphic Design is suggested below **to provide a basis for discussion during the first consultation phase of the project**. At this stage the outline is based only on unit titles. A detailed mapping document shows the relationship between suggested new units and existing State / Territory units of competency and is available on the IBSA website.

An Outline Qualification Structure for Discussion: Diploma of Graphic Design

CUV50210X	Diploma of Graphic Design
Qualification Notes	
<p><i>Descriptor</i></p> <p>This qualification reflects the role of Graphic Designers who combine specialised technical, creative and conceptual skills to conceive, plan and realise designs to meet client requirements and solve a range of visual communication challenges. They have a sound understanding of design theory and practice and are able to critically analyse and synthesise information from a range of sources to generate design solutions. They make take limited responsibility for the work of others in relation to the planning and management of work.</p> <p><i>Job roles</i></p> <p>Graphic Designer (broaden this?)</p> <p><i>Qualification pathways</i></p> <p>Entry requirements</p> <p>There are no entry requirements for this qualification (see below for recommendations)</p> <p>Pathways into the qualification</p> <p>It is recommended that people seeking to achieve this qualification possess either:</p> <ul style="list-style-type: none"> • a Certificate IV qualification in Graphic Design or a related discipline OR • some technical graphic design and broader conceptual skills to facilitate achievement at Diploma level ??? <p>Pathways out of the qualification</p> <p>The conceptual and theoretical content in this qualification prepares individuals for learning at higher levels. People with a Diploma of Graphic Design may engage in further learning in vocational and higher education through Advanced Diploma and Degree qualifications in Graphic Design and broader areas of practice such as Digital Media or other design disciplines.</p>	
Packaging Rules	
<p>Total number of units = 23</p> <p>14 core units <i>plus</i></p> <p>9 elective units</p> <p>At least 4 elective units must be selected from Group A: Specialist Units (for discussion)</p> <p>Remaining units may be selected from the list below, from any endorsed national Training Package or State/Territory accredited course.</p> <p>Elective units must be relevant to the work outcome, local requirements and the qualification level.</p> <p>Core Units</p> <p>CUVGRDNEW501X Research and apply contemporary visual communication theory and practice</p> <p>CUVDRWNEW501X Use advanced drawing techniques to represent and communicate the concept</p> <p>CUVGRDNEW502X Produce typography</p> <p>CUVGRDNEW503X Develop complex page layouts</p>	

CUV50210X	Diploma of Graphic Design
<p>CUVGRDNEW504X Develop complex graphics</p> <p>CUVGRDNEW505X Generate and refine design concepts for 2D work</p> <p>CUVGRDNEW506X Generate and refine design concepts for 3D work</p> <p>CUVPHI514B Employ colour management in a digital imaging workplace (amended CUV03 unit) or ICPP430B Manage colour</p> <p>BSBCRT501A Originate and develop concepts</p> <p>BSBDES501A Implement design solutions</p> <p>BSBDES502A Establish, negotiate and refine a design brief</p> <p>BSBDES403A Develop and extend design skills and practice</p> <p>BSBPMG501A Manage projects</p> <p>CUVPRPNEW501X Develop a sustainable professional practice (all aspects of sustainability)??</p> <p>Elective Units</p> <p>Group A: Graphic Design Specialist Units <i>(examples only – would be a broad range crossing several potential work outcomes)</i></p> <p>CUFDIG403A Create user interfaces</p> <p>CUFDIG502A Design web environments</p> <p>CUFDIG505A Design information architecture</p> <p>CUFDIG501A Co-ordinate the testing of interactive media products</p> <p>ICPPP422B Digitise complex images for reproduction</p> <p>ICPP484B Set up and operate automated workflow</p> <p>BSBADV512A Develop an advertising strategy & brief</p> <p>BSBWRT501A Write persuasive copy</p> <p>CUVDSP11B Research and apply techniques for illustrative work</p> <p>General Electives <i>(Examples categories only – list to include broad range - suggestions welcome)</i></p> <ul style="list-style-type: none"> • Photography units • Printing units • IT units • Screen and Media • Business units • Other visual arts units (drawing / illustration etc) 	

An Outline Qualification Structure for Discussion: Advanced Diploma of Graphic Design

CUV60210X	Advanced Diploma of Graphic Design
Qualification Notes	
<p><i>Descriptor</i></p> <p>This qualification reflects the role of graphic designers who have a command of wide-ranging, highly specialised technical, creative and conceptual skills and knowledge in visual communication. These skills allow designers to conceive, negotiate and realise complex design concepts using sophisticated communication, organisational and project management skills. They may take responsibility for the work of others in terms of establishing and monitoring systems to ensure the effective production of work.</p> <p><i>Job roles</i></p> <p>Graphic Designer</p> <p><i>Qualification pathways</i></p> <p>Entry requirements</p> <p>There are no entry requirements (????) for this qualification (see below for recommendations)</p> <p>Pathways into the qualification</p> <p>It is strongly recommended (should this be a requirement?) that people seeking to achieve this qualification possess:</p> <ul style="list-style-type: none"> • A Diploma in Graphic Design or a closely related discipline OR • Equivalent skills in the technical, creative and organisational components of Graphic Design <p>Pathways out of the qualification</p> <p>People with an Advanced Diploma of Graphic Design possess a specialised range of conceptual, technical and organisational skills that allows them to undertake higher level learning across a range of endeavours including IT, Screen and Media, Art and Design.....</p>	
Packaging Rules	
<p>Total number of units = 13</p> <p>7 core units <i>plus</i></p> <p>6 elective units</p> <p>Elective units may be selected from the list below, from any endorsed national Training Package or State/Territory accredited course</p> <p>Elective units must be relevant to the work outcome, local requirements and the qualification level.</p> <p>Core Units</p> <p>CUVGRDNEW601X Develop strategic approach to own professional practice</p> <p>CUVGRDNEW602X Originate and realise a body of graphic design work</p> <p>CUVGRDNEW604X Research and evaluate current and emerging graphic design practice</p> <p>CUVGRDNEW603X Develop specialised typography</p> <p>CUVPRPNEW602X Expand boundaries of own work</p>	

CUV60210X	Advanced Diploma of Graphic Design
<p>BSBDES601A Manage design realisation</p> <p>BSBDES602A Research global design trends</p> <p>Elective Units</p> <p>Graphic Design Specialist Units <i>(examples only – would be a broad range crossing several potential work outcomes beyond units in this Training Package)</i></p> <p>CUVGRDNEW605X Research and develop graphic designs for advertising</p> <p>CUVGRDNEW606X Research and develop graphic designs for the built environment</p> <p>CUVGRDNEW607X Research and develop packaging design concepts</p> <p>General Electives <i>(Examples categories only – list to include broad range - suggestions welcome)</i></p> <ul style="list-style-type: none"> • Photography units • Printing units • IT units • Screen and Media • Business units • Other visual arts units (design / drawing / illustration / exhibition etc) 	

Your Feedback on the Proposed Graphic Design Qualifications?

We appreciate that the outline qualifications only enable feedback at an overview level and that more detailed comments will need to be made once units are drafted.

Big Picture Questions

- *How well do the outline qualifications capture the skills required by Graphic Designers at two different levels? How would you define the difference between the Diploma and Advanced Diploma outcome from an **industry** perspective?*
- *Is there an appropriate balance of technical and creative/conceptual skills in the proposed qualifications? If not, what are your suggestions?*

Detailed Questions

- *What are your views about particular areas of work in Graphic Design - does the suggested split of digital design, built environment, branding and print communication and advertising seem logical?*
- *Please suggest any particular units you would like to see as Electives in the Graphic Design qualifications –either as specialist or General Electives*

.....and are there any other comments you would like to make?

Section 4: The Existing Training Package

The original Visual Arts Craft and Design Training Package was endorsed seven years ago. Since that time, two new qualifications (in Photoimaging and Creative Product Development) have been added. Subject to feedback and there being no major issues identified, there is no plan to make changes to the new units and qualifications added in 2007 as their implementation is only just beginning.

Below is a snapshot of the existing national qualifications plus a table showing the course completions in each of the qualifications from 2005 to 2008 (note: figures are only available for publicly funded training so does not represent the complete picture).

Snapshot of Existing Qualifications in the Visual Arts Craft and Design Training Package	
<p>Visual Arts and Contemporary Craft</p> <p>CUV10103 Certificate I in Visual Arts and Contemporary Craft</p> <p>CUV20103 Certificate II in Visual Arts and Contemporary Craft</p> <p>CUV30103 Certificate III in Visual Arts and Contemporary Craft</p> <p>CUV40103 Certificate IV in Visual Arts and Contemporary Craft</p>	<p>Photoimaging</p> <p>CUV40403 Certificate IV in Photoimaging</p> <p>CUV50407 Diploma of Photoimaging</p> <p>CUV60307 Advanced Diploma of Creative Product Development</p> <p>Opal</p> <p>CUV20303 Certificate II in Opal Cutting and Polishing</p> <p>CUV40603 Certificate IV in Opal Cutting and Polishing</p>
<p>Aboriginal or Torres Strait Islander Cultural Arts</p> <p>CUV10203 Certificate I in Aboriginal or Torres Strait Islander Cultural Arts</p> <p>CUV20203 Certificate II in Aboriginal or Torres Strait Islander Cultural Arts</p> <p>CUV30203 Certificate III in Aboriginal or Torres Strait Islander Cultural Arts</p> <p>CUV40203 Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts</p>	<p>Design</p> <p>CUV30303 Certificate III in Design Fundamentals</p> <p>CUV40303 Certificate IV in Design</p> <p>CUV60307 Advanced Diploma of Creative Product Development</p> <p>Arts Administration and Management</p> <p>CUV30403 Certificate III in Arts Administration</p> <p>CUV40503 Certificate IV in Arts Administration</p> <p>CUV60103 Advanced Diploma of Arts Management</p>

To access all details of the current Training Package, please go to ntis.gov.au

A complete list of units in the current Training Package is also available on the IBSA website (from where you downloaded this paper)

CUV qualifications completions, 2005-2008					
	2005	2006	2007	2008	Total
CUV10103 - Certificate I in Visual Arts and Contemporary Craft	65	183	190	150	588
CUV10203 - Certificate I in Aboriginal or Torres Strait Islander Cultural Arts	18	64	56	58	196
CUV20103 - Certificate II in Visual Arts and Contemporary Craft	44	185	169	208	606
CUV20203 - Certificate II in Aboriginal or Torres Strait Islander Cultural Arts	10	49	64	38	161
CUV20303 - Certificate II in Opal Cutting and Polishing	0	12	11	13	36
CUV30103 - Certificate III in Visual Arts and Contemporary Craft	64	146	226	178	614
CUV30203 - Certificate III in Aboriginal or Torres Strait Islander Cultural Arts	3	40	38	40	121
CUV30303 - Certificate III in Design Fundamentals	240	183	213	229	865
CUV30403 - Certificate III in Arts Administration	4	20	22	27	73
CUV40103 - Certificate IV in Visual Arts and Contemporary Craft	29	155	241	237	662
CUV40203 - Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts	8	2	13	15	38
CUV40303 - Certificate IV in Design	238	390	503	380	1511
CUV40403 - Certificate IV in Photoimaging	58	178	172	203	611
CUV40503 - Certificate IV in Arts Administration	10	44	22	19	95
CUV40603 - Certificate IV in Opal Cutting and Polishing	0	8	5	4	17
CUV60103 - Advanced Diploma of Arts Management	0	0	0	0	0
Total	791	1659	1945	1799	6194

Scope of the 'Fitness for Purpose' Review

As a matter of course, this 'fitness for purpose' review of the Training Package will update all content to meet current national policy requirements. It will also review and enhance units and qualifications for clarity and consistency.

The fundamental structure of the Training Package will remain the same, but within that overall structure, content changes, additions and deletions will be made based on input from around the country.

In addition, a small number of particular items have already been identified as worthy of consideration in enhancing the Training Package:

- The need to review units that have a broad application in a range of contexts (e.g. drawing) to ensure they can be easily used in those other contexts
- The need to review units and qualifications to ensure adequate coverage of new media

- The potential for a Certificate II in Design to be added to the Training Package for use as a VET in Schools qualification

And finally, of course, the development of qualifications at Diploma and Advanced Diploma levels may well have some impact on existing qualifications, particularly at the Certificate IV level.

What we Need to Hear from You

Basically we would like your feedback about what works well and what might need to be improved in the Training Package. Your suggestions for the particular ways in which units and qualifications could be enhanced would be very welcome. For example:

- Are there any major gaps in terms of units or qualifications? If so, please identify these
- Are the qualification packaging rules appropriate and flexible enough?
- How well do the current units of competency capture the skills and knowledge required? Are there any significant issues that need to be addressed?
- How well do you think the current content captures new media skills?
- What are your views about the potential to add a new Certificate II in Design as a VET in schools qualification? If you support this idea, what should such a qualification include?
- What conclusions (if any) should we draw from the fact that there appears to have been no uptake at all of the Advanced Diploma of Arts Management (at least in the public training sector)? Is the qualification still appropriate for inclusion?
- What are your other general comments about the Training Package?

Appendix A: AQF Descriptors (Diploma and Above)

Diploma

To prepare individuals for advanced skilled or paraprofessional work who apply integrated technical and theoretical concepts in a broad range of contexts and/or as a pathway for further learning

Graduates will have:

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management

Advanced Diploma

To prepare individuals for advanced skilled or paraprofessional or work who apply specialised knowledge in a range of contexts and/or as a pathway for further learning.

Graduates will have:

Breadth, depth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad range of technical and/or paraprofessional functions.

Bachelor Degree

To prepare individuals for professional work who apply a body of knowledge in a range of contexts and/or as a pathway for further learning.

Graduates will have:

A systematic and coherent body of knowledge, the underlying principles and concepts in one or more disciplines to prepare individuals to enter professional practice, to prepare for advanced learning and to engage in civic life.

Vocational Graduate Certificate / Graduate Certificate

To prepare individuals for professional work who apply a body of knowledge in a range of contexts and/or as a pathway for further learning.

Graduates will have:

Breadth, depth and complexity of knowledge at a level of study including the acquisition and application of knowledge and skills in a new or existing discipline or professional area, which may involve extending knowledge and skills gained in an undergraduate program or relevant prior work or study.

Vocational Graduate Diploma / Graduate Diploma

To prepare individuals for professional work who apply a body of knowledge in a range of contexts and/or as a pathway for further learning.

Graduates will have:

Breadth, depth and complexity of specialised knowledge at a level of study including the acquisition and critical application of knowledge and skills in a field of existing new or existing field or professional area, which may involve extending knowledge and skills gained in an undergraduate program or relevant prior work or study.

Appendix B: Draft List of Proposed New Units of Competency for CUV10

Important Note: The list below shows ONLY the suggested NEW units to be developed to support higher-level qualifications. The final Training Package is likely to include an extensive range of other units of competency that will support the new qualifications, particularly in the areas of:

- Design Process
- Creative Thinking
- Various aspects of business practice
- Animation
- Digital Content
- Information Technology
- Pre-press
- Related design disciplines (eg textiles, jewellery)

Drawing	
CUVDRWNEW501X	Use advanced drawing techniques to represent and communicate the concept
CUVDRWNEW502X	Develop life and observational drawings
CUVDRWNEW503X	Select and apply specialised drawing techniques to support professional practice
CUVDRWNEW604X	Extend and refine drawing expertise to support professional practice
Graphic Design	
CUVGRDNEW501X	Research and apply contemporary visual communication theory and practice
CUVGRDNEW502X	Produce typography
CUVGRDNEW503X	Develop complex page layouts
CUVGRDNEW504X	Develop complex graphics
CUVGRDNEW505X	Generate and refine design concepts for 2D work
CUVGRDNEW506X	Generate and refine design concepts for 3D work
CUVGRDNEW601X	Develop strategic approach to own professional practice
CUVGRDNEW602X	Originate and realise a body of graphic design work
CUVGRDNEW603X	Develop specialised typography
CUVGRDNEW604X	Research and evaluate current and emerging graphic design practice
CUVGRDNEW605X	Research and develop graphic designs for advertising
CUVGRDNEW606X	Research and develop graphic designs for the built environment
CUVGRDNEW607X	Research and develop packaging design concepts
History / Theory	
CUVHISNEW501X	Analyse cultural histories to inform art and design practice
CUVHISNEW502X	Research and engage in contemporary arts discourse
CUVHISNEW503X	Interrogate specialised bodies of knowledge to enhance arts practice
CUVHISNEW601X	Research and debate Visual Culture

Professional Practice	
CUVPRPNEW501X	Develop a sustainable professional practice (all aspects of sustainability)
CUVPRPNEW502X	Present and critique a body of own work
CUVPRPNEW601X	Exhibit a body of own artistic work
CUVPRPNEW602X	Expand boundaries of own work
Visual Arts Specialisations	
CUVVSPNEW501X	Generate and refine concepts for ceramics work
CUVVSPNEW502X	Extend technical skills for the creation of ceramics
CUVVSPNEW503X	Investigate and use materials, technologies and processes for the creation of ceramics
CUVVSPNEW504X	Realise a body of ceramics work
CUVVSPNEW505X	Extend and refine wheelforming techniques
CUVVSPNEW506X	Extend and refine handforming techniques
CUVVSPNEW507X	Explore and experiment with specialised glaze technology
CUVVSPNEW508X	Extend and refine mouldmaking techniques
CUVVSPNEW509X	Explore and experiment with ceramics decoration
CUVVSPNEW510X	Generate and refine concepts for digital art
CUVVSPNEW511X	Extend technical skills for the creation of digital art
CUVVSPNEW512X	Investigate and adapt technologies for the creation of digital art
CUVVSPNEW513X	Realise a body of digital art work
CUVVSPNEW514X	Generate and refine concepts for drawing
CUVVSPNEW515X	Extend technical skills for the creation of drawings
CUVVSPNEW516X	Investigate and use materials, technologies and processes for the creation of drawings
CUVVSPNEW517X	Realise a body of drawing work
CUVVSPNEW518X	Generate and refine concepts for glass work
CUVVSPNEW519X	Extend technical skills for the creation of glass work
CUVVSPNEW520X	Investigate and use materials, technologies and processes for the creation of glass work
CUVVSPNEW521X	Realise a body glass work
CUVVSPNEW522X	Generate and refine concepts for illustrations
CUVVSPNEW523X	Extend technical skills to produce illustration for specialised contexts
CUVVSPNEW524X	Produce complex computer based illustrations
CUVVSPNEW525X	Realise a body of illustrative work
CUVVSPNEW526X	Conceive and realise an installation work
CUVVSNEW527X	Generate and refine concepts for jewellery
CUVVSNEW528X	Extend technical skills for the creation of jewellery
CUVVSPNEW529X	Investigate and use materials, technologies and processes for the creation of jewellery
CUVVSPNEW530X	Realise a body of jewellery work
CUVVSPNEW531X	Explore own work in the context of multidisciplinary and transdisciplinary practice
CUVVSPNEW532X	Realise a body of multi disciplinary art work
CUVVSPNEW533X	Generate and refine concepts for painting

CUVVSPNEW534X	Extend technical skills for the creation of paintings
CUVVSPNEW535X	Investigate and use materials, technologies and processes for the creation of paintings
CUVVSPNEW536X	Realise a body of painting work
CUVVSPNEW537X	Generate and refine concepts for prints
CUVVSPNEW538X	Extend technical skills for the creation of prints
CUVVSPNEW539X	Investigate and use materials, technologies and processes for the creation of prints
CUVVSPNEW540X	Realise a body of prints
CUVVSPNEW541X	Research and generate concepts for public art
CUVVSPNEW542X	Realise works of art for public spaces
CUVVSPNEW543X	Realise a public art project
CUVVSPNEW544X	Generate and refine concepts for sculpture
CUVVSPNEW545X	Extend technical skills for the creation of sculpture
CUVVSPNEW546X	Investigate and use with materials, technologies and processes for the creation of sculpture
CUVVSPNEW547X	Realise a body of sculpture
CUVVSPNEW548X	Generate and refine concepts for textile work
CUVVSPNEW549X	Extend technical skills for the creation of textiles
CUVVSPNEW550X	Investigate and use materials, technologies and processes for the creation of textile work
CUVVSPNEW551X	Realise a body of textile work
CUVVSPNEW552X	Generate and refine concepts for wood design
CUVVSPNEW553X	Extend technical skills for the creation of wood design work
CUVVSPNEW554X	Investigate and use with materials, technologies and processes for the creation of wood design work
CUVVSPNEW555X	Realise a body of wood design work
CUVVSPNEW601X	Originate a (resolved) body of artistic work