**NZQA**

**Approved**

Achievement standard: 91069 Version 4

Standard title: Promote an organised body of design work to an audience using visual communication techniques

Level: 1

Credits: 4

Resource title: Get the message across

Resource reference: Design and Visual Communication VP-1.36 v2

Vocational pathway: Construction and Infrastructure

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91069-02-7205 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to use visual communication techniques to promote a workplace safety message related to the construction and infrastructure sector.

You are going to be assessed on how effectively you communicate with your intended audience through a high-quality presentation that has visual impact and shows accurate layout and precise execution of techniques.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

In this task, you will:

* review your organised body of design work and clearly identify the audience to which you will communicate your workplace safety message
* research, develop and refine presentation ideas, and select techniques to ensure appropriate layout, composition and visual impact
* develop a convincing presentation using these ideas and techniques.

Your final presentation could be in the format of a display board, model, booklet or installation, or some other format, as agreed with your assessor/educator. You may use traditional media and/or computer applications.

Assessor/educator note: Guide learners to ensure they select a presentation format that allows them to meet the requirements of the standard.

## Review your organised body of design work

Before beginning this assessment activity, you will have produced an organised body of design work in response to a design brief. For example, you may have designed a product related to the construction and infrastructure sector, for which you can now develop an appropriate safety message.

Review your body of work and clearly identify the audience to which you will communicate your workplace safety message.

## Conduct research into visual presentations

Look at a range of graphic design presentations and evaluate their design features in terms of visual communication techniques and principles of composition. You could use presentations from any source, including reference books, marketing brochures, advertisements and/or the internet. See Resource A for sample research questions.

## Develop and refine design ideas

Decide what workplace safety message you want to present. For example, it could be focused on safety on ladders, trip hazards in the workplace, or safety checks that need to be done before operating machinery.

On a planning sheet, record a range of layout ideas for organising and presenting your message. You could use thumbnail sketches, for example. The inspiration for these initial ideas can be from any source, including your research material, other ideas you have seen or your own creative ideas. As you plan each of your initial layout ideas, determine the main features you will include and consider whether these features will have a strong visual impact on your intended audience.

Choose your best idea, considering why you chose it and how you think it can be developed further. Develop and refine this idea using suitable visual communication techniques. Carry out more research if it will help you to develop your idea further. As you develop your idea, consider:

* why you chose particular visual communication techniques
* how effective these techniques were in achieving the desired visual impact
* what changes you made and how these improved the idea.

## Develop your final presentation

Develop a presentation that effectively promotes your workplace safety message to your intended audience. You may find that you need to modify your design as you work.

Check that your presentation is of high quality by confirming that you have:

* precisely executed appropriate visual communication techniques, using traditional media and/or computer applications
* demonstrated accurate layout and made good use of composition principles, such as alignment, proximity, repetition, contrast, positive/negative space and/or focal point
* used images (such as sketches, instrumental drawings and/or photographs) to clearly and effectively communicate to your audience
* made a strong visual impact, appropriate for both your message and audience
* created a convincing and credible presentation in which graphic and text elements work together.

There are other ways of producing a high-quality, effective and convincing presentation. Discuss this with your assessor/educator.

Assessor/educator note: Check learners’ work at key stages of the presentation development process, provide formative assessment and gather evidence of learners’ selection and use of techniques through observation and conversations with them.

# Resource A

## Sample research questions

When investigating how safety messages are promoted, you may consider what forms of visual communication engage the modern consumer.

As you look at particular graphic design presentations, you may ask, but are not limited to, the following questions:

* What visual communication techniques have been used to get the message across?
* Are they valid in today’s information age or are they dated?
* What visual communication media are being used (digital and/or traditional)?
* What drawing techniques are being used?
* How are aspects of the safety message promoted and communicated?
* What principles of composition are being used?
* How are these principles being used?
* What is their effect?

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to use visual communication techniques to effectively promote a workplace safety message related to the construction and infrastructure sector.

Learners will already have an organised body of design work, from which they will develop an appropriate safety message. They will then research, develop and refine presentation ideas and select and apply techniques to develop a convincing presentation.

# Conditions

Learners are assessed individually.

This standard requires the use of visual communication techniques to communicate a high quality presentation that is convincing, shows accuracy of layout, visual impact and precise execution of techniques. The selection and application of techniques used must be purposeful. To collect evidence of this, you could look at learners’ planning sheets, discuss their decisions with them during the development process, and/or take other written, oral or visual evidence into account. It is expected that you will give learners feedback at key stages of the development process. While this formative assessment will be ongoing, learners should not be given more than one opportunity to improve their submission after the summative assessment.

# Resource requirements

Learners need access to reference material on graphic design principles and existing graphic design presentations. This could include printed materials and the internet.

# Additional information

This resource can be modified to promote a range of safety messages/products within this pathway. A safety message around a new product or process could be used to provide a context for this activity.

# Assessment schedule: Design and Visual Communication 91069 – Get the message across

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner promotes an organised body of design work to an audience using visual communication techniques by: * selecting and presenting features of an organised body of work to an audience

For example, the learner’s presentation of the safety message shows:* + selection of aspects from the learner’s organised body of design work
	+ layout that allows a safety message to be presented
	+ use of composition principles, i.e. layout, text hierarchy, balance, the use of white space and positive/negative space to promote the safety message to the intended audience
	+ use of visual communication techniques such as illustrations, positive/negative space, repetition or contrast (such as bold headings), colour matching, etc. to promote their safety message
	+ colour use that aligns with safety themes
	+ use of illustrations appropriate to safety messages.

*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner clearly promotes an organised body of design work to an audience using visual communication techniques by: * purposefully selecting and applying techniques to ensure layout, composition and visual impact are appropriate to the context of the brief and audience

For example, the learner’s presentation of the safety message shows:* + clear promotion of an aspect or aspects of the body of work (a workplace safety message related to a product for the construction and infrastructure sector, developed to a brief)
	+ planning sheets, presentation and/or other evidence that demonstrates purposeful selection and application of appropriate visual communication techniques and shows considered use of composition principles
	+ use of bold headings to provide visual impact that are appropriate to safety messages and draw the viewer into the presentation
	+ colour matching to highlight the importance of the safety message being portrayed
	+ multiple images that align with the safety messages and allow the intended visual impact to occur
	+ contrast colours that align with colours used in the industry i.e. hazards – yellow, danger-red etc.

The learner’s presentation is clear and appropriate for the intended audience and the context of a workplace safety message related to a product or process for the construction and infrastructure sector. *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner effectively promotes an organised body of design work to an audience using visual communication techniques by: * communicating a high quality presentation that is convincing, shows accuracy of layout, visual impact, and precise execution of techniques

For example, the learner’s presentation of the safety message shows: * + effective promotion of an aspect or aspects of the body of work (a workplace safety message related to a product or process for the construction and infrastructure sector, developed to a brief)
	+ planning sheets, presentation and/or other evidence that demonstrates purposeful selection and application of appropriate visual communication techniques and shows effective use of appropriate composition principles
	+ use of high-quality presentation skills, accuracy of layout and precise execution of techniques
	+ use of bold headings to focus on the important aspects of safety relating to the product or process chosen. The visual impact convincingly communicates the aspects of the safety message to the intended audience.
	+ colour matching so that the colours used are related to safety in the industry to increase the visual impact. The colour matching shows precise execution of technique and is convincing in promoting the safety message to the audience.
	+ multiple images that show and relate convincingly to the industry and existing safety messages
	+ effective use of contrast colours
	+ effective use of appropriate key words (such as ‘danger’, ‘alert’, and sector-specific compliance words), etc.

The presentation clearly and effectively promotes the body of work to the intended audience with visual impact and precise execution of techniques.*The above expected learner responses are indicative only and relate to just part of what is required.*  |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.