**NZQA**

**Approved**

Achievement standard: 91343 Version 3

Standard title: Use visual communication techniques to compose a presentation of a design

Level: 2

Credits: 4

Resource title: Ladder safety bracket presentation

Resource reference: Design and Visual Communication VP-2.36 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-02-2015-91343-02-8153 |
| 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 compose a presentation of a ladder safety bracket design for presenting to Health and Safety officials.

You will be assessed on how you use visual communication techniques to compose an effective presentation for the ladder safety bracket, to Health and Safety officials, which captures and promotes the essence of the design in a convincing manner.

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

You are to compose a presentation about the design of a ladder safety bracket and present it to a group of Health and Safety officials. The presentation makes use of the design work you undertook in developing the design of the ladder safety bracket.

The presentation must be taken from your own design work up to and including your final designs. Look for ways to visually communicate your ideas effectively. The presentation could include design sketches, instrumental drawings, models, photographs, digital media, display boards and installations, etc.

Look at a range of graphic design presentations and evaluate the design features in terms of their visual communication techniques and principles of composition:

* You could use presentations from any source, for example reference books, advertising and the internet.
* You should try to find how other safety devices have been presented.
* It may be useful to visit the Department of Labour website and/or search for other health and safety information on the internet.
* Health and safety retail stores may have useful catalogues and/or product information.

Use these focus questions to help gain further understanding of how you will organise and promote your design work:

* What visual communication media are used (digital and/or traditional)?
* What drawing techniques are used?
* How are the features promoted and communicated?
* What principles of composition are used?
* How are these principles used?
* What is their effect?
* How have they integrated presentation techniques?
* How have they achieved a cohesive presentation?
* How have they composed a presentation that captures and promotes the essence of the design in a convincing manner?
* How can a presentation relate to its intended audience?
* How can data be incorporated to support the design idea?

In your presentation ensure that you do the following:

* Look at your design work and research for the ladder safety bracket:
  + decide what drawings give the best impression of your design
  + you may wish to show some of the design journey and storyboard some of the issues you faced and how you overcame these.
* Consider how you will ‘capture’ the audience:
  + record different layout ideas for presenting your drawings as thumbnail sketches
  + using your research material, consider the main layout features of your presentation and whether your presentation ideas have the visual impact you want.
* Consider why you have chosen the presentation idea and how you think it can be developed further.
* Develop and refine your presentation idea in a convincing and effective way, using visual communication techniques by considering:
  + how your changes improved the idea
  + what other changes you could make to further improve the idea
  + how you have used visual communication techniques for visual impact.
* Carry out more research if necessary.
* Complete the presentation sheets using your best presentation idea. Ensure your images are presented accurately, clearly and precisely.
* Make sure your presentation sheets integrate presentation techniques and application of compositional principles, modes and media in the composition of your presentation.
* Ensure that the presentation is composed in a way that captures and promotes the essence of the design in a convincing manner:
  + for example you may wish to choose a background and theme based on the building industry, scaffolding and ladders
  + you could highlight facts and figures regarding slips, trips and falls and how your design may help prevent serious injury.

Hand in your completed presentation and any accompanying material used in its development.

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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 compose an effective presentation to promote their design ideas for a ladder safety bracket. The presentation is intended for Health and Safety officials.

# Conditions

This is an individual activity.

# Resource requirements

Learners need to have access to reference material on graphic design principles, existing graphic design presentations, and the internet.

# Additional information

None.

## Other possible contexts for this vocational pathway

Include any design portfolio of work that could be presented to an audience or exhibited:

* a presentation of architectural solutions to clients, building inspectors and councils
* a presentation of boat designs for a boat designer or naval architect
* a presentation of an interior design solution.

# Assessment schedule: Design and Visual Communication 91343 – Ladder safety bracket presentation

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner uses visual communication techniques to compose a presentation of a ladder safety bracket to promote the design to Health and Safety officials by:   * using presentation techniques and the application of compositional principles, modes and media to promote the design of the ladder safety bracket   For example, the learner composes a presentation that shows:   * + evidence and understanding of the application of compositional principles such as proximity, alignment, hierarchy and the use of positive and/or negative space, e.g. the presentation shows how the bracket works, and the safety benefits of using the device   + evidence and understanding of the application of modes such as digital applications, photography, image manipulation, animation, models and the range of conventional drawing and sketching methods, e.g. the range and use of the modes used show the ladder safety bracket in use, and promote the benefits of using the device to an audience   + evidence and understanding of the application of media such as pastels, airbrush, colour pencils, collage, marker pens, paint, gouache, card and digital media, e.g. the range and use of the media used show the ladder safety bracket in use and promote the benefits of using the device to an audience, i.e. colours used relate to safety and colours used in the industry.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner uses visual communication techniques to compose a skilful presentation of a ladder safety bracket to promote the design to Health and Safety officials by:   * integrating presentation techniques and the application of compositional principles, modes and media in the composition of a cohesive presentation of the ladder safety bracket   For example, the learner:   * + composes a presentation of a design for a ladder safety bracket that shows evidence and understanding of the integration of presentation techniques, compositional principles, modes and media, e.g. the presentation shows how the bracket works, and the safety benefits of using the device   + uses fonts and images appropriate to the subject of health and safety, e.g. the presentation uses health and safety related images to portray a sense of need in the industry   + presents design ideas that are embedded and organised in a skilful way   + skilfully uses layering to integrate a variety of modes and media.   The final presentation for the Health and Safety officials is cohesive, i.e. the elements used come together and work together to promote the ladder safety bracket to the audience.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner uses visual communication techniques to compose an effective presentation of a ladder safety bracket to promote the design to Health and Safety officials by:   * composing a presentation that captures and promotes the essence of the design of the ladder safety bracket in a convincing manner   For example, the learner:   * + composes a presentation of a design for a ladder safety bracket that shows evidence and understanding of the integration of principles, modes and media, e.g. the presentation shows how the bracket works, and the safety benefits of using the device   + uses fonts and images appropriate to the subject of health and safety, e.g. the presentation uses health and safety related images to portray a sense of need in the industry; these work with the compositional principles and techniques used to create visual impact that captures what the design of the ladder safety bracket is all about   + presents design ideas that are embedded and organised in a skilful way   + skilfully uses layering to integrate a variety of modes and media within the final presentation   + shows evidence of skilful integration of research, facts, figures and the display of the learner’s own idea to promote the ladder safety bracket in a convincing manner.   The final presentation for the Health and Safety officials is convincing, i.e. the elements used come together and work together to promote the ladder safety bracket to the audience. There is evidence of integration where the elements used within the presentation are linked and work to give visual impact to the message being shown.  *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.