Project Assessment - Research (1 of 1)

Criteria

Unit code, name and release number

CUAPPR401 - Realise a creative project (1)

Qualification/Course code, name and release number

CUA40715 - Certificate IV in Design (2)

Student details

Student number

Student name

Assessment Declaration

- This assessment is my original work and no part of it has been copied from any other source except where due acknowledgement is made.

- No part of this assessment has been written for me by any other person except where such collaboration has been authorised by the assessor concerned.

- I understand that plagiarism is the presentation of the work, idea or creation of another person as though it is your own. Plagiarism occurs when the origin of the material used is not appropriately cited. No part of this assessment is plagiarised.

Student signature and Date

Version: *1.1*

Date created: *2 August 2018*

Date modified: *31/01/2020*

For queries, please contact:

SkillsPoint: Creative and Design Ideation

Location: Parramatta

Assessment instructions

Table 1 Assessment instructions

Assessment details	Instructions
Assessment overview	The objective of this assessment is to assess your knowledge and performance as would be required to conduct research, plan a project and evaluate work during the realisation of a creative project.
Assessment Event number	1 of 1
Instructions for this assessment	This is a project based assessment and will be assessing you on your knowledge and performance of the unit. This assessment is in three (3) parts: 1. *Research and plan a creative project* 2. *Create and evaluate a creative project* 3. *Assessment Feedback*
Submission instructions	On completion of this assessment, you are required to submit two (2) final PDFs to the Teacher, 1. this completed assessment template 2. the actual product/object/prototype produced as a result of following the creative project. The Teacher will identify and provide the naming convention, format, location and how to present the physical work during the progress of the assessment. Ensure you have written your name at the bottom of each page of this assessment. It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment.
What do I need to do to achieve a satisfactory result?	To achieve a satisfactory result for this assessment all Parts and Tasks must be answered correctly.

Assessment details	Instructions
What do I need to provide?	You are required provide the following: • A personal computer with internet access • Word processing software application • Adobe creative suite or similar creative design software • Digital camera or smart phone to capture digital images You are required to provide additional tools, materials and equipment relevant to their industry focus area.
What the assessor will provide?	Computers, appropriate software, learning resources and texts. These may be hard copy or online.
Due date and time allowed	18/06/20 Assessment will include: In-class Assess - 2 hours, Out-of-class Assess – 20 hours
Assessment feedback, review or appeals	Appeals are addressed in accordance with Every Students Guide to Assessment.

Specific task instructions

You are required to complete and submit this assessment template that includes two (2) parts as well as submitting an actual product/object/prototype you have produced at the end of the assessment. All processes are in the one document to highlight to you that the realisation of a creative project has many stages and aspects that are essential that follows current industry practice. Each Part of the assessment template is to be completed in sequential order to enable you to build on the skills and knowledge required to follow during the industry staged creative design process. This process will enable you to progress through tasks with confidence to realise your creative project.

The Assessor is to sign four (4) progress checkpoints during the work flow stages, two (2) for each Part, to confirm you have completed the required work for the task to a satisfactory level. The Assessor is to determine how, online or face to face, and when the checkpoint is due to be reviewed based on the timetabled duration of this assessment.

You are to submit two final PDFs to the Teacher, naming conventions to be specified by the Teacher, at the end of this assessment. 1. This assessment template is essentially the progress development of the creative project and all aspects of this assessment are to be completed in this document which will be submitted as a final PDF. 2. The final project (showing the final 2D or 3D, digital or constructed work along with any additional development work) is to be submitted as a final PDF following the same naming conventions as outlined by the Teacher.

The assessment template includes two Parts:

> **Part 1. Research and plan a creative project:** will involve developing ideas and planning for the development of creative project.
>
> **Part 2. Create and evaluate a creative project:** will involve creating finished work and evaluating your final project.

The focus of the content will relate to the specific industry area you are studying in. Industry focus areas include:

- Design General
- Graphic Design
- Fashion Design
- Jewellery Design
- Production and Entertainment Design
- Textile Design and Printing

Once both Parts including all four (4) tasks and progress checkpoints have been completed, you are to submit a final assessment PDF along with the final product, object or prototype using a naming convention, format and location as determined by your Teacher.

Part 1: Research and plan a creative project

You and your Teacher must decide on a project as a starting point for the creative development and realisation of this assessment. The project is to be provided to you in a brief that is conceptualised to the specific discipline you are studying. A sample brief for Graphic Design and Design and a template brief to be contextualised for other design disciplines has been provided at the end of this assessment, see Appendix A. – Design Discipline Briefs. The project could relate to an existing assessment task the student/class is working on currently or could be a unique project specified by the Teacher.

To complete this part of the assessment, you will be required to read the Design Discipline Brief (**Appendix A – Design Discipline Briefs**) and complete the two (2) Tasks in the boxes below based on the requirements of the brief. You are to remember that the creative design process is vital for the development of a creative project, so it is suggested you use as much space as needed in the boxes below. You can complete the process on a separate sheet of paper and scan and place a copy of the work if you would prefer to work on a separate paper or in your visual arts diary.

Part 1: Research and plan a creative project consists of two (2) tasks with a number of activities to complete in each task. After each task is a checkpoint that the Assessor is to sign to confirm you have completed the required work for the task to a satisfactory level.

Task 1: Develop Ideas

    A. Research creative projects

    B. Explore and identify ideas

    C. Challenge ideas

    D. Project constraints

E.   Initial designs

Task 2: Planning the creative project

   A.   Research project plans
   B.   Creative project plan
   C.   Present project plan

Part 1 - Task 1: Develop Ideas

A. Research creative projects: You are to research a range of information sources on realised creative projects in your industry specific area. This will involve interpreting written and visual sources that interest or inspire you and will help inform your ideas for creative work in your specific discipline. You are to list two (2) sources in the box below noting them in two separate points and include images if your source relates to visual examples. Sources can be describing the production processes within the industry, or images of creative projects, or creative project specific explanations, for example, and can be found in a range of different locations such as websites, magazines, blogs, newspapers, industry associations, or reference books. You are to note the name of the source, a hyperlink MUST be included if it is an online source, author and/or publisher, date or year of source, and owner of source (approximately 40 to 80 words).

<div style="border:1px solid">

1.

2.

</div>

B. **Explore and identify ideas:** You are to experiment and develop ideas relating to the brief for your specific industry area. You are to create four (4) separate ideas using visual representation and design tools and show these ideas in the boxes below. The initial design concepts could be produced using tools to produce thumbnail or initial drawings by hand or digitally, or you could develop mood boards to identify themes and colour use for example. The ideas generated should be produced using the processes and practices from within your unique industry specific area.

1.	2.
3.	4.

C. **Challenge ideas:** In order to further develop your ideas, you need to challenge your concepts and seek feedback from others so you can reflect on the initial concept and refine your approaches and practices. Designers do this many times during the design process in production meetings with colleagues to gain feedback and ascertain if they are on the right path.

You will undertake this reflective process during this stage of the Task as you present your initial designs to a group of peers, including your Trainer. Through discussion using vocabulary in a style and tone appropriate to the audience, you will present your initial concepts for the creative project and ask for feedback from your peers. Through listening techniques such as counter questioning, quick drawing, and/or note taking, you will gain evaluation of your concepts so far.

The teacher will arrange a time with a peer group for you to present your concepts from the above activity. Groups will have approximately 5-10 of your peers and be of an informal nature such as a round table meeting. Peers will be encouraged to provide supportive and polite feedback.

1. You are to present your four (4) initial ideas for the project to your peers
2. You are to ask for feedback in order to refine your approach
3. You are to participate in verbal exchanges with your peers using vocabulary, style and tone that is appropriate to the group
4. During the presentation of your ideas and experiments, you are to use active listening techniques to clarify the feedback and responses from your peers.

Observation Checklist:

During the discussion with peers, the Teacher is to use this Observation Checklist to mark your verbal exchanges of the above mentioned four (4) points.

Your discussion will be used as part of the overall evidence requirements of the unit. The teacher/assessor may ask questions while the discussion is taking place or if appropriate directly after the discussion has been completed.

Task #	Task/Activity Performed	S	U/S	Assessor Comments (Describe the student's ability in demonstrating the required skills and knowledge)
1	Students are to present their four (4) initial ideas for the project to their peers			
2	Students are to ask for feedback in order to refine their approach			
3	Students are to participate in verbal exchanges with their peers using vocabulary, style and tone that is appropriate to the group			
4	During the presentation of their ideas and experiments, students are to use active listening techniques to clarify the feedback and responses from their peers.			

D. Project Constraints: Constraints for a project relate to the limitations on a creative project. Limitations will be project and industry specific and relate to the restraints that may apply for the realisation of the creative project. Constraints can include things like deadlines so time is a big issue, or software or lack thereof, or materials or availability of these for production, or financial constraints if the production process to realise the creative project is too expense.

You are to note five (5) constraints that relate specifically to your creative project and list them in the box below. You are to note the constraint and give a short two sentence explanation as to why this constraint is a limitation.

	Constraint	Why is this constraint a limitation to the realisation of the creative project? (Two short sentences)
1		
2		
3		
4		
5		

E. **Initial Designs:** You are to produce two (2) finished visual representations of your projects concepts. Each visual representation will elaborate on your best two concepts from the previous tasks taking into consideration the feedback from peers. Within the finished visual representations, you are to show the elaborations and detail of the design to clearly represent a concept that would be appropriate to show a client in industry.

Each idea is to be placed into the boxes below and you are to write two (2) short sentences as to how your design was refined based on analysis and communication with your peers. You can complete the process on a separate sheet of paper and then scan and place the image in the box if you would prefer as long as the visual work is shown below. The short explanation is to appear after the image.

2.

Part 1 - Task 1: Develop Ideas - Checkpoint

At this stage, you need to have completed five (5) activities (A, B, C, D, and E) and provided your responses in the boxes provided above.

Before you can begin Part 1: Task 2, you need to arrange a suitable time with your trainer to verify that all five (5) activities have been completed for Part 1: Task 1 and progression to the next stage can begin.

Complete the checkpoint details in the table below:

Insert your Assessor's full name:	
Assessors feedback to Task 1: **A, B, C, D, E**	
Satisfactory (Yes or Not Yet)	
Date of checkpoint:	

Part 1 - Task 2: Planning the creative project

You are required to write a *Project Plan* in accordance with the specifications in the industry specific brief provided by the Teacher. A project plan helps keep the project on track by identifying necessary deadlines, requirements, goals and objectives, constraints financial or material, resources and client requirements. Some examples of project plans can be found online such as Venngage. You are required to research this site and others to assist you to confirm the scope of requirements for your own project plan and find an example of a project plan used in industry to place into the box below, **A. Research project plans**. You are to complete the project plan in the following boxes below, **B. Creative project plan**. You will then gain feedback from your peers when you present your project plan in **C. Present project plan.**

A. **Research project plans:** You are to research a range of sources on project plans in your industry specific area. This will involve interpreting written and visual project plans and placing one (1) sample in the box below including an image if your source relates to a visual example. The source can be presenting a project plan used within industry, or used by a specific industry professional for example, and can be found in a range of different locations such as websites, magazines, blogs, newspapers, industry associations, or reference books. You are to note the name of the source, a hyperlink MUST be included if it is an online source, author and/or publisher, date or year of source, and owner of source (approximately 20 to 40 words).

Project plan used in industry

B. **Creative project plan:** You are to produce your own project plan to realise the industry specific design by including your responses to the topics in the boxes below adding any additional aspects that need to be considered within your project plan. You are then to consult with your peers, present your project plan and confirm the projects scope and objectives. You are to use the table below to highlight vital items of the project that need to be considered. You will need to complete the following **Organising Workplace Checklist** prior to completing your project plan to be able to add information regarding safety, sustainability, maintenance and cost.

Topics for the project plan include:
- _Scope_ – what is the work that needs to be done?
- _Objectives_ – what are the deliverables and aims?
- _Resources and estimated costs_ – what resources, materials etc. will be required to complete the project and what are estimate costs for these resources? You are to list five (5) resources with estimated costs and provide a summary of all costs.
- Intellectual property and copyright considerations – what images, objects, themes, or colours may or will be used that won't breach copyright legislation requirements. You are to note any images, objects, themes or colour you will use in the project development that are copyright free

or have usage requirements associated with them such as useable for private use only. You are to note the URL or owner of the item.

- *Safety and sustainability considerations* – what are the safety issues regarding materials, processes and practices used in industry, or the work environment for examples and list five (5) safety considerations. You are to note what the sustainability considerations are regarding the environmental impact of materials used, or life cycle of the final product, or where the materials and equipment are sourced from for example and list five (5) sustainability considerations.

- *Project progress documentation* – how do you document the project of your production process such as job bags, or production meetings, or blogs, or progress photographs, or client meetings at various stages, or online progress reports for example. You are to list five (5) different progress documentation processes used in your industry specific area.

- *Risks* – what are the risks of not making a deadline, or what are the risks of not completing the work to the client requirements, or what are the risks of not having the materials to complete the work, are just a few examples. You are to list five (5) risks that could affect the production process of this project.

- *Timeline* – what are the key milestones of the project and how do they fit in to the client's initial deadline. Note the estimated milestones and what they will be.

- *Actions* – Who, what, when, where and how. Who is going to be responsible for these actions need to be acknowledged? Who (will do the action), What (is the action), When (what is the due date of the action), Where (will the action take place), How (is the action completed

Organising Workspace Checklist

The **Organising Workspace Checklist** below will assist you to determine the details of the project plan relating to safety, sustainability, maintenance and cost of project development.

You are to input information into the blank spaces and add notes in the comment column if required. The information from this checklist will assist with the completion of the project plan.

Item/s	a. Safety (Procedures for handling)	b. Sustainability (Management of resources)	C .Maintenance (Storing and caring of equipment according to manufacturing guidelines)	d. Cost (If required to purchase)	Comments
<List of equipment>					
<List of materials>					
<Workspace/s>					
Other					
Other					
Other					

Project plan		Task/Activity Performed
1	Confirmation of the project scope	
2	Objectives of the project	
3	Resources required for the project including probable financial costs	
4	Intellectual property and copyright considerations	
5	Safety and sustainability considerations	
6	Documentation and recording methods used during the development process	
7	Risks	
8	Timeline	
9	Actions	

C. Present project plan: In order to confirm the scope and objectives of the project plan, you are to present your completed project plan below to a group of peers, including your Trainer. Through discussion using vocabulary in a style and tone appropriate to the audience, you will present your project plan you have developed to produce the creative project. Through listening techniques such as counter questioning and/or note taking, you will gain clarification if any additional items or clarifications of certain items that are required for the project plan.

The Teacher will arrange a time with a peer group for you to present your project plans. Groups will have approximately 5-10 of your peers and be of an informal nature such as a round table meeting. Peers will be encouraged to provide supportive and polite feedback.

1. You are to present your nine (9) items for your project plans to your peers
2. You are to give a brief explanation of teach topic and ask for feedback in order to determine clarification
3. You are to participate in verbal exchanges with your peers using vocabulary, style and tone that is appropriate to the group
4. During the presentation of your project plans, you are to use active listening techniques to clarify the feedback and responses from your peers.

Observation Checklist:

During the discussion with peers, the Teacher is to use this Observation Checklist to mark your verbal exchanges of the above mentioned four (4) points.

Your discussions will be used as part of the overall evidence requirements of the unit. The teacher/assessor may ask questions while the discussion is taking place or if appropriate directly after the discussion has been completed.

Task	Task/Activity Performed	S	U/S	Assessor Comments (Describe the student's ability in demonstrating the required skills and knowledge)
1	Students are to present their nine (9) items for their project plans to their peers			
2	Students are to give a brief explanation of teach topic and ask for feedback in order to determine clarification			
3	Students are to participate in verbal exchanges with their peers using vocabulary, style and tone that is appropriate to the group			

Task	Task/Activity Performed	S	U/S	Assessor Comments (Describe the student's ability in demonstrating the required skills and knowledge)
4	During the presentation of their project plans, students are to use active listening techniques to clarify the feedback and responses from their peers.			

Part 1 - Task 2: Planning the creative project - Checkpoint

At this stage, you need to have completed three (3) activities (A, B, C) and provided your responses in the boxes provided above.

Before you can begin Part 2: Task 1, you need to arrange a suitable time with your trainer to verify that all three (3) activities have been completed for Part 1: Task 2 and progression to the next stage can begin.

Complete the checkpoint details in the table below:

Insert your Assessor's full name:	
Assessors feedback to Task 2: **A, B, C**	
Satisfactory (Yes or Not Yet)	
Date of checkpoint:	

Part 2: Create and evaluate a creative project

Part 1 of this assessment included you designing some initial concepts and completing a project plan to follow in order to make the creative project a reality. Part 2 will now ask you to take the next step to develop and produce the creative project and then evaluate the success of the work and analyse areas for improvement through discussion with others.

Part 2: Create and evaluate a creative project consists of two (2) tasks with a number of activities to complete in each task. After each task is a checkpoint which the Assessor is to sign to confirm your have completed the required work for the task to a satisfactory level.

Task 1: Create finished work

    A. Adapt and extend skills

    B. Evaluate creative work in progress

    C. Monitor workflow against the project plan

D. Safe and sustainable work practices

E. Document the production of work

Task 2: Evaluate own work

A. Analyse own work

B. Seek input from others

Part 2 - Task 1: Create finished work

A. **Adapt and extend skills:** You are to decide which one (1) design to progress from the two (2) initial designs from **Part 1: Task 1: E. Initial Designs**. You are to adapt and extend skills by manipulating selected materials, processes and technologies to fulfil project objectives. You are to document the progress of the production along the way to analyse and monitor the realisation process.

You are to place a digital or scanned copy of the final produced work in the box below. You are to note in two (2) sentences how you adapted and extended skills to manipulate selected materials, processes and technologies to produce the work. You can complete the process on a separate sheet of paper and then scan and place the image in the box if they would prefer as long as the visual work is shown below. The short explanation is to appear after the image.

Realised creative project

B. **Evaluate creative work in progress:** You are to note any A. conceptual and B. technical issues use experienced during the production process and note how you adjusted your work as required to accommodate these issues. In the box below, you are is to list the issues, note why they were an issue during the work process and how you adjusted the production process to solve or alleviate the issues.

Processes of solving an issue during the progress may have related to the materials required, software or equipment required to complete the work. You are to identify any websites you have visited to solve an issue, or any software updates or changes, or any online tutorials you

have completed in order to increase the skills required to complete the work. This information will be included in the table below under **How was the work process adjusted.**

	Issue	Name and explain why this was an issue	How was the work process adjusted
A	Conceptual		
B	Technical		

C.   **Monitor workflow against the project plan:** You are to use the project plan from **Part 1: Task 2: B Creative Project Plan** to monitor how the actual progress is going/has gone for each item relating to the realisation of the creative project. You are to use the table below to include any actions/alterations that have occurred, any issues they have encountered with any of the items, any financial changes as well as an updated project budget and identify if the project is going to plan.

	Project plan	Task/Activity Monitored to workflow
1	Confirmation of the project scope	
2	Objectives of the project	
3	Resources required for the project including probable financial costs	
4	Intellectual property and copyright considerations	

5	Safety and sustainability considerations	
6	Documentation and recording methods used during the development process	
7	Risks	
8	Timeline	
9	Actions	

D. Safe and sustainable work practices: You are to list the safe and sustainable work practices that you employed during the realisation of the creative project. The work practices will relate specifically to the industry area you studying and will apply to the particular processes and practices that were used during the production process. Safe work practices can include acknowledging the risks and hazards associated with the process while sustainable work practices can include acknowledging the environmental impacts of materials, office supplies, power, travel and communication discovered during the production process within the workplace, for example.

You are to use the table below to note the safe and sustainable work practices (five each) relevant to your chosen creative form used in the production process and give a brief explanation (two short sentences) for each.

	Safe work practices	Sustainable work practices
1		
2		

3	
4	
5	

E. **Document the production of work:** You are to list the documentation used during the production of the creative project using approaches suitable to your chosen discipline. You are to list practices you employed for aspects of the production process such as naming convention, or capturing milestones, or digital formatting the work, or seeking feedback, and saving the project for future use as examples. You are to list the documentation process you have used and give a brief two (2) sentence explanation of this process in the table below.

Documentation used during production	Brief explanation of documentation (two sentences)
Naming convention	
Capturing milestones	
Digital formatting	
Seeking feedback	

Saving the project for future use	

F. Present project plan: In order to confirm the scope and objectives of the project plan, you are to present your completed project plan below to a group of peers, including your Trainer. Through discussion using vocabulary in a style and tone appropriate to the audience, you will present your project plan to produce the creative project. Through listening techniques such as counter questioning and/or note taking, you will gain clarification if any additional items or clarifications of certain items are required for the project plan.

The Teacher will arrange a time with a peer group for the students to present their project plans. Groups will have approximately 5-10 of your peers and be of an informal nature such as a round table meeting. Peers will be encouraged to provide supportive and polite feedback.

1. You are to present your nine (9) items for your project plans to your peers
2. You are to give a brief explanation of each topic and ask for feedback in order to determine clarification
3. You are to participate in verbal exchanges with your peers using vocabulary, style and tone that is appropriate to the group
4. During the presentation of your project plans, you are to use active listening techniques to clarify the feedback and responses from your peers.

Observation Checklist:

During the discussion with peers, the Teacher is to use this Observation Checklist to mark the student's verbal exchange of the above mentioned four (4) points.

Your discussions will be used as part of the overall evidence requirements of the unit. The teacher/assessor may ask questions while the discussion is taking place or if appropriate directly after the discussion has been completed.

Task #	Task/Activity Performed	S	U/S	Assessor Comments (Describe the student's ability in demonstrating the required skills and knowledge)
1	Students are to present their nine (9) items for their project plans to their peers			
2	Students are to give a brief explanation of each topic and ask for feedback in order to determine clarification			

Task #	Task/Activity Performed	S	U/S	Assessor Comments (Describe the student's ability in demonstrating the required skills and knowledge)
3	Students are to participate in verbal exchanges with their peers using vocabulary, style and tone that is appropriate to the group			
4	During the presentation of their project plans, students are to use active listening techniques to clarify the feedback and responses from their peers.			

Part 2 - Task 1: Create finished work - Checkpoint

At this stage, you need to have completed six (6) activities (A, B, C, D, E and F) and provided your responses in the boxes provided above.

Before you can begin Part 2: Task 2, you need to arrange a suitable time with your trainer to verify that all six (6) activities have been completed for Part 2: Task 1 and progression to the next stage can begin.

Complete the checkpoint details in the table below:

Insert your Assessor's full name:	
Assessors feedback to Task 2: A, B, C, D, E, and F	
Satisfactory (Yes or Not Yet)	
Date of checkpoint:	

Part 2 - Task 2: Evaluate own work

A. **Analyse own work:** You are to analyse your own work during this project in terms of conceptual development and technical execution and identify areas for future improvement for professional potential and how you could improve efficiencies and effectiveness of work processes. You are to note processes and practices you employed during the realisation of the creative project and note aspects that could be improved for future design development during a creative project. You are to list the documentation process you used and provide a brief two (2) sentence explanation of this process in the table below.

Work practice and processes	Processes and/or practices used during realisation of creative project	Areas for future improvement to improve professional potential	Efficiencies and effectiveness of work processes
Conceptual development			
Technical execution			

B. Seek input from others: In order to gain feedback from peers regarding the realisation of the creative project from start to finish, you are to present your completed work and assessment project template to a group of peers, including your Trainer. Through discussion using vocabulary in a style and tone appropriate to the audience, you will present your project to your peers and respond positively to feedback. Through listening techniques such as counter questioning and/or note taking, you will gain input from your peers to assist in future creative project development.

The Teacher will arrange a time with a peer group for the students to present their project which will include this completed assessment template, apart from this final activity, and any physical or progress work that the student may want to present to support the creative project. Groups will have approximately 5-10 of their peers and be of an informal nature such as a round table meeting. Peers will be encouraged to provide supportive and polite feedback.

1. You are to present your completed assessment template showing the project stages as well as any final product, prototype or object to your peers
2. You are to give a brief explanation of your project and ask for feedback in seek feedback
3. You are to participate in verbal exchanges with your peers using vocabulary, style and tone that is appropriate to the group
4. During the presentation of project, students are to use active listening techniques to clarify the feedback and responses from your peers.

Observation Checklist:

During the discussion with peers, the Teacher is to use this Observation Checklist to mark the student's verbal exchange of the above mentioned four (4) points.

The students' discussion will be used as part of the overall evidence requirements of the unit. The teacher/assessor may ask questions while the discussion is taking place or if appropriate directly after the discussion has been completed.

Task #	Task/Activity Performed	S	U/S	Assessor Comments (Describe the student's ability in demonstrating the required skills and knowledge)
1	Students are to present their completed assessment template showing the project stages as well as any final product, prototype or object to their peers			
2	Students are to give a brief explanation of their project and ask for feedback in seek feedback			
3	Students are to participate in verbal exchanges with their peers using vocabulary, style and tone that is appropriate to the group			
4	During the presentation of their project, students are to use active listening techniques to clarify the feedback and responses from their peers.			

Part 2 - Task 2: Evaluate own work - Checkpoint

At this stage, you need to have completed two (2) activities (A, B) and provided your responses in the boxes provided above.

Before your Assessor can complete the next Part: Assessor Feedback, you need to arrange a suitable time with your trainer to verify that two (2) tasks for Part 2 have been completed.

Complete the checkpoint details in the table below:

Insert your Assessor's full name:	
Assessors feedback to Task 2: A, B	
Satisfactory (Yes or Not Yet)	
Date of checkpoint:	

Assessment submission

Once both Parts including all four (4) tasks and progress checkpoints have been completed, you are to submit a final assessment PDF along with the final product, object or porotype using a naming convention, format and location as determined by the Teacher.

Submit 2 PDFs:

- 1 x completed PDF of the Assessment template
- 1 x completed creative work produced for this assessment as a PDF. This may include images of the final work and any additional process material to support the final work.

Part 2: Assessment Feedback

*NOTE: This section **must** have the assessor signature and student signature to complete the feedback.*

Assessment outcome

☐ Satisfactory

☐ Unsatisfactory

Assessor Feedback

☐ Was the assessment event successfully completed?

☐ If no, was the resubmission/re-assessment successfully completed?

☐ Was reasonable adjustment in place for this assessment event?

If yes, ensure it is detailed on the assessment document.

Comments:

Assessor name, signature and date:

Student acknowledgement of assessment outcome

Would you like to make any comments about this assessment?

Student name, signature and date

NOTE: Make sure you have written your name at the bottom of each page of your submission before attaching the cover sheet and submitting to your assessor for marking.

Appendix A - Design Discipline Briefs

Specific Instructions

This appendix contains one (1) **Design brief overview and brief template** which contextualises this assessment for Graphic Design and Design, and one (1) **Design discipline brief and overview template** for the Assessor to create a contextualised brief for their particular design discipline.

Background information is provided and this can be used for all design discipline briefs, if desired.

The Assessor may adapt the design brief(s) to suit a student cohort, location, delivery mode or link it to an existing assessment project from another unit as long as mapping is specifically linked to this unit of competency. Assessors should bear in mind that if changes are made or a new brief written, they must assess students according to the Assessment events stipulated in the compliance documents.

The design brief MUST meet the requirements of the mapped assessments written for this unit.

Design disciplines are:

- Design General
- Graphic Design
- Fashion Design
- Jewellery Design
- Production and Entertainment Design
- Textile Design and Printing

Design brief overview (sample for Graphic Design and Design General)

Contextualised briefs are required for all design disciplines using the template provided below.

Background Information (applicable to all Design Disciplines)	
Project Title	"Fading Hope"
Genre	Video Game
Scenario	The developers at Bearlyfrenzy Inc. have released a new game titled Fading hope. They have tasked you with producing promotional material to advertise their game in a range of media types and platforms, online and/or offline.

Scenario Specifications	Fading Hope Game information:
	Title: Fading Hope
	Genre: Adventure, Indie.
	Developer: Bearlyfrenzy Inc.
	Publisher: Bearlyfrenzy Inc.
	Release Date: 20th March 20XX
	Features: Single player
	Available on Steam
	Full controller support
	Game Blurb: Fading hope is a mystery set in a fictional sleepy country side town of Mistvilleburg. The story is centred on a recently divorced lighthouse keeper named George. Following the disappearances of several of the townsfolk, George along with a strange young woman named Lily who seems to be suffering from short term memory loss, must uncover the truth behind these occurrences.

Design brief (sample for Graphic Design and Design General)

1. Graphic Design (or Design General)	
Specific Requirements	Use the Design Brief Overview for the 'Fading Hope' Video Game to fulfil the Graphic Design/Design (please specify which one) Brief as follows: You are to create a set of **three (3) Illustrative graphics** to be used in a **promotional poster**, as a social media **banner image** and a **press ad** for the new video game "Fading Hope". The illustrations will be used in combination with the provided game information to create a poster. You will need to consider the layout of your drawings to allow for these additions. You are required to consider and apply appropriate typographical elements as part of this project, such as the name of the game, any promotional text etc. a) Create three (3) different drawings that will be used as illustrative graphical elements in the poster, social media banner and press ad. b) Arrange and place the provided typographical elements along with your drawn design to produce the poster, social media banner and press ad. c) You are free to decide which drawing will be in which deliverable based upon the plan you have created for yourself in your Project progress diary.

Deliverables	d) Three (3) illustrations applied to:
	    o 1x Poster. Size: A3 – 297 x 420mm.
	    o 1x Press Ad 120 x 198mm.
	    o 1x Social Media Banner Image 236 x 197px.

Design discipline brief overview template (Assessor to develop a separate brief for each design dicipline)

(Give this brief a new title, e.g. Fashion Design Brief.)

Background Information	
Project Title:	
Genre:	
Scenario:	
Scenario Specifications:	
Project deliverables:	
Other:	

Design discipline brief template

1. Design Discipline *(enter design discipline name here)*	
Specific Requirements	*Enter specific requirements and instructions for the design discipline in relation to the background information.*
Deliverables	*For example: Online or Physical event release promotional collateral; design concept for props; design concept for costuming; design and apply graphics to…*
Other	