**Kathryn Hendy-Ekers** – Welcome to the School-assessed Task professional learning videos for VCE Visual Communication Design. My name is Kathryn Hendy-Ekers. and I am the Curriculum Manager for Visual Arts and Visual Communication Design. With me, I have Natalie Dunne, who is the State Reviewer for Visual Communication Design.

This presentation goes through the administration and the authentication requirements for VCE Visual Communication Design. This presentation, we're just going to go through some slides that show the administration for the School-assessed Task. And when you are setting up your school-assessed course work for units three and four, and go through a little bit of information about authentication and copyright.

So on the screen here, you can see the Visual Communication Design study design, and you can see that at the top there, we have the study design itself, which is the Bible that you use for all your assessment and guidance. There is information about the school-based assessment and how we administer the information, which will be presented each year in February. Then we have something about the school-based assessment report, information about examination. So you will click on that link and find all the information for past examinations and reports. And underneath, there are things like support material, which I'll talk about the advice for teachers in a moment, frequently asked questions about the study. T

here is a presentation that we used several years ago for implementation, introducing you to the study and teaching it underneath the technical drawing specifications resource, which you will need to teach units three and four with all the information about technical drawing and then another link for the School-assessed Task professional learning. So there are a lot of presentations with folios and student work available through there.

The next page, or you can go to is the Advice for teachers. So the links on the screen here will take you to all those pages. So in the Advice for teachers, there's information about developing a programme, a copyright information that will go into a little more of detail further on in the presentation, information about what we call the tools and components. So they're the conventions, like materials, media, and methods, and lists, a list for design elements, and principles and definitions. So just be aware that this is the advice for teachers. It is not the study design. So it is not examinable, but all this information will help you. There are teaching and learning activities, a sample approach to developing an assessment task.

So in this suite of videos, you have two other videos, one about developing school-assessed coursework, and one about developing the School-assessed Task. Then we have the suggested performance descriptors for school-assessed coursework. So we suggest you use those to develop rubrics. They are, unlike our school-assessed has mandated assessment criteria. So there is a bit of difference between the two of those. Then some information about employability skills and then a sample client brief that you could use when you're working through. And that's really important to look at and have a look at the video about developing a School-assessed Task.

All the information each year comes through the VCAA Bulletin and the notices for schools. So the bulletin you can subscribe to as a teacher, there is a link up on top of the bulletin page on the VCAA website, and you can actually go to that link and find it, and subscribe. So on this page, you can see on the left hand side on the screenshot, you've got a link there. And then there are some tabs with the bulletins that have been published in the last three years. So right up to 2021. So they roll over each year.

The notices for schools that are issued on demand and they go to the school principal or the usually VCE coordinator to pass onto you as the teacher. So it's really important in the authentication and the administration process, anything to do with results, you have a very clear communication with your VCE coordinator and curriculum coordinator or VASS person or whoever it is in the school that deals with the VCAA for you. The administration dates are published on this page. They are updated in December each year after the examination period. So you can go to that page and it has all the key dates of when scores are due in, when folios can be returned. You will find from moving forward, if you contact me regarding that, I will direct you back to your school to talk to the VCE coordinator. So the VCE coordinator knows where to find that information, particularly for School-assessed Task information.

So the dates and the schedules are there. So you can click on that link. So just a larger screenshot. You need to find that page and download it and use it and have it tabbed each year, so you can get that information. So at the moment, the information, as you can see on the screen is for 2021. So it gets updated each year. So whatever you are looking at this video in the future, you click on that and you'll find the relevant date for the relevant year.

The VCE admin handbook or administrative handbook is very, very helpful, too. It has a lot of advice about school-based assessment, because what you are dealing with is not external assessment for Visual Communication Design, but it needs school-based assessment dealt with by the VCAA. So it's really important that you find that information and have a look at it and work through it. And particularly, it's got information about completion of units and how to deem it satisfactory or not, and unfortunately not satisfactory, how to authenticate student work, particularly for School-assessed Tasks and Coursework. So it has general information. So a lot of schools do develop a policy from that administrative handbook. So, Natalie, do you want to just talk about how you might use that in your school? How do you organise administration dates and things?

**Natalie Dunne** – Well our school has dates that they set and that we have to work towards. And at the start of the year, before we set up our timelines for students, we look at those dates and make sure that we have time for assessments to be finalised and for moderation to occur between classes or within that group of students, and prior to those being put through to the VCAA or to the school to put through. Yeah.

**Kathryn Hendy-Ekers** – So it's a whole school discussion, isn't it?

**Natalie Dunne** – And it does vary. And even it can be quite varied within weeks. Some schools have let dates pushed through further. But it's really important that you are making sure that the students are spending the right amount of time on outcomes. And even if the date is extended, sometimes it's not in the best interest of the student to work to that date because there's coursework that you need to start, especially with the SAT folio. It's really important that you finish Unit 3 Outcome 1 and Outcome 2 prior to starting Outcome 3, which is the start of the SAT folio, but you need to allow enough time for that to be implemented and for the students to complete the criteria for Outcome 3 prior to starting Unit 4.

**Kathryn Hendy-Ekers** – Okay, fantastic. Thanks. So this is also the Bible for you. It is the administration information for school-based assessments. So at the moment. you can see there is one for 2022. So it is updated each year. So it is really important. It's published in February of that year. So you can see... And we do update the criteria for assessment and the descriptors each year, based on what we see in Top Designs and throughout the school audit. So it also has the scope. So a description of the scope of the task for Units 3 and 4. So it should be read with the study design and then something about the nature of the task for Units 3 and 4, something about assessment criteria and then authentication information and an Authentication Record Form. And we'll talk about those in a moment.

So for the School-assessed Task, and we have talked about this in other videos, you must comply with the authentication requirements. So each school-based assessment guide, so one of the Visual Communication Design, Art, Studio Arts, and Media, all have different authentication requirements. So you need to read through that information very, very carefully, and making sure that you are following some of those procedures. And we will go through some of those in a moment just to highlight for you. S

o there is an Authentication Record Form that is required when students apply for the Season of Excellence. And that needs to be filled out. So there needs to be documented evidence on there from the teacher and that the students have signed it off.

So that's really important. So we suggest that you do progressive authentication with the folio, because as we know that most students do work in class, but they do do a lot of work off-site. So you should be planning some authentication checks throughout the year, throughout the folio for Unit 3 and for Unit 4. So Natalie might talk about in a moment how she does do that with the authentication. So I'm going to show the Authentication Record Form in a moment. We've had a bit of a change for it in this year, moving into 2022. But you can put some advice on there and type it in. It is available in a Word document, or you can have the advice typed into a learning management system, but just particularly when you are audited as a school, and we request those documents, we do need to see the authentication information. So we suggest throughout the folio that for each unit, you are doing about three to four observations.

So I'll just go through the new form. So it looks like this. So you can see for each criteria, we have the opportunity for you to provide comments and then a summative feedback, which addresses the VCAA principles, and then a submission, when the student submits the folio to give them some formative feedback. So, sorry, formative feedback. So there are some questions there that will assist you and the students with providing feedback. So I'm just going to show a couple of those forms from 2021 that you've done, Natalie. So if you just want to speak through those. So here, just maybe talk through your authentication process.

**Natalie Dunne** – So usually when we're in school, I do folio checks in the double each week once we start the SAT folios and the students receive band marking. And then I provide students at the start of the outcome dates for us to do sign off for authentication, that's the form that you can see. And those dates, you can see on the right hand column, and then we initial them. When we've gone to platforms home learning, that has been done via Teams or Zoom virtual classes where students share work. So I had done a variety of Zoom, where our whole class shares, and then when I video call individually on Teams. And they get a band mark and they get formative feedback on the reporting programme that we have; 'Nexus', for that as well. So I think each three weeks, they get formative feedback on the reporting system. And then this form, once we get back to school, I transfer that band marking and we sign it off. But usually if we're in school, that would be done just on the form. I tend to find that the students quite like it to be handwritten and for them to be signing it off. But you can do, as Kathy said, digitally is fine as well. It just depends what platform you prefer to work on, but whatever you're doing, you do need to make sure that you're transferring information onto this form and keeping that as a record.

**Kathryn Hendy-Ekers** – Okay, thanks. So you can see here, these are some more forms. I think we're clicking... Sorry. Clicking through here. So particularly where Natalie has provided some information to the student written and given the band mark there. So we'll just talk to also, we're just going to talk about the acknowledgement of source materials, particularly in the research for Visual Communication Design. It is really important when you are researching with your students, that you are making sure that the students are correctly following copyright procedures. And that is one of the key knowledge and key skills in Visual Communication Design that students understand copyright and ethical procedures. So in the authentication information, you can see that the students are required to acknowledge all sources of inspiration throughout the design process. So they should note the specific titles and publication dates of texts, magazines, or URL addresses for websites, where images have been sourced.

For information acquired from a website acknowledgement, typically, includes the title of the website and the date the website was accessed. And information should be located at the point where the images appear in the student notes, supporting the design process. And I know a lot of schools do this very differently. I know industry may have reference list, but this is VCE, and this is part of the authentication processes. So I'm just going to show a couple of examples now that Natalie has with her students, that show how the student has acknowledged the source. So, Natalie, do you just want to talk through these?

**Natalie Dunne** – Yeah. So it's really important as Kathy said that we're not encouraging students to do Bibliographies at the end or that, and that they are doing it either directly underneath or besides. So they can... As long as it's somewhere around that image and that they are then having the full link so that if we want to view that image, that we can go to it, that it's not just... It has to be the full URL link. And with student work, when we're looking at sample folios, sometimes students have included images and have included the link, but we can't find the actual image. So it's really important that you're encouraging them. And if you... If they copy into OneNote, it automatically puts the URL on it. So they can put images into OneNote as well, if they want to for research. And then they can annotate on the computer if they're compiling their research together on the computer, if they're cutting and pasting it and they just need to make sure that they're handwriting it on or just like these students have printed out and stuck it underneath it. It can be a little bit time consuming, so try to get the students to do what's purposeful for them to acknowledge where that's been sourced from, but not to spend too long, making it pretty or writing things and all of that.

**Kathryn Hendy-Ekers** – Yeah. It's not about the presentation of the pages. We don't actually assess that. We're assessing the research and the annotations. And it is... They have found it very useful in Top Design selections to have those references because they are at shortlisting processes, only looking at certain folio pages. So to have those references there, and it is part of the authentication procedure. So it's really handy to have that.

**Natalie Dunne** – Sorry, Kathy, with that page on the right there. It's just really... We're not talking about generating ideas or visualisation drawings yet, but you can see that the students starting to connect with their research. And that's really good as well. So you can have research URLs and a little bit of generation sort of flowing into that at that point as well.

**Kathryn Hendy-Ekers** – Thanks, Natalie. So, as you can see here, we have the copyright information. So again, that is another really important part for the students for VCD. So you can see there is some copyright information, particularly for the Season of Excellence that is quite handy on their webpage. So there is a really great guide there that has been written by our copyright experts at the VCAA that will actually help the students as well. So that's also a really good guide to have. So for example, here, this is an example from 2020 about copyright. So you can see that this student actually used Melbourne Zoo as her client. So this student had to go through a lot of procedures asking Melbourne zoo that she could use their existing logo, that she was going to modify that logo. And then she had to go through a third procedure to go enter into Top Designs, to get that work published or presented in a public space.

So it is really important that students follow those copyright laws. So as you can see here, and this is really vital, we've actually rejected quite a few applications in the Season of Excellence because this was not checked off. The teacher had actually claimed that they checked the student off, that they referenced all the imagery and sources in the folio by annotating the source, that all materials have been sourced and acknowledged with copyright approval, being provided for the use of third-party material and listing any copyright or trademark material used in the folio or final artwork. So there is a bit of work for you there. So you need to put those notes in because we do check those in audit and in the Season of Excellence. So it is really important. Just don't think, oh yes, 'I can tick it off', but it really does need to be followed through.

Now, authentication too of the School-assessed Tasks talking about external assistance. And this is something that is really key in Visual Communication Design that Natalie will be able to talk about. It's this getting external assistance for any printing or 3D models or anything that the student is working with a professional provider. So the student, and this is part of the rules, so for school-based assessment, so the student needs to document all that information, but if they're opting to have their presentations printed professionally, it might be possible for them to oversee the process until they prepare their files for a print ready stage. So that process must be felt thoroughly documented. So the students shouldn't be seeking this actual assistance from outside. So you must be able to as a teacher authenticate the student work.

So if there are digital methods or software that student is using, you must ensure that there are no elements in that software. So I know there are a lot of software packages now available with plugins, where you have things pre-prepared. You have to be really careful that all those elements that the student is using, they've acknowledged, or they've worked with that. They've not just clicked a button, then something's appeared. So this is also really important in assessing Criteria 10. And we have spoken about this quite extensively in other presentations, that the two final visual communication presentations demonstrate technical competence, and that you're only basing your assessment on the top technical competence of the work undertaken by the student.

So for an example, if a student has a large format poster or a book or a t-shirt, you're only able to assess the imagery the student has created before that book or that t-shirt graphic is printed. But if your student is printing that t-shirt themselves, you can mark them on their technical competence. So for example, on the next page, Natalie has an example here of a student giving instructions to a specialist. So do you want to just talk through that example, Natalie?

**Natalie Dunne** – Yes. So this student created the surface graphics for tea towels and communicated with 'Frankie and Swiss' to outsource the printing of the tea towels and has gone on a site visit, spoken and got documentation of that interaction. And then also has recorded the receipts and all of the details of the process. And then they've also including their folio, the feedback and further refinement and resolution for it to go to print. So there were some things they weren't aware of how heck to set up a page through those communications, because with a tea towel you have seams. And when it gets sown, there is an area that gets cut off and they had their logo positioned at the bottom on the tea towel and they had to go back and further resolve that before it went to final print. And that was recording their folio.

But those communications are really important. So parents or teachers can't be the ones having those communications. They need to be learning themselves. And I've had students that have outsourced, they have designed board games and outsourced those overseas professional printing and had the plastic wrap and everything put on them. And again, like Kathy said, they're only assessed can only be assessed on the parts that they've done. So we've got to be mindful that some students feel the pressure to spend a lot of money, and they're not getting more marks for outsourcing to get it looking really slick. They're getting marked on what they do. So the creative control that they have. So we've got to be careful. And I think the home learning the last few years has been really good for that. Although we've missed some of that real finesse in final presentations, it's good to see what students are achieving away from outsourcing.

**Kathryn Hendy-Ekers** – Thanks, Natalie. And then you've got some examples here of how that students have done that.

**Natalie Dunne** – Yeah. So that was what I was just talking about. So that was where they had to then go back and set the page up and change the format before it went to the final print stage.

**Kathryn Hendy-Ekers** – Thanks. So just to finish up, just in case you've missed it, these are my contact details here on the screen. So if you want any further information, you can contact me. So thank you very much, Natalie.

**Natalie Dunne** – Thanks, Kathy.

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