CUADES413

Develop and Extend Design Skills and Practice

Assessment 2 of 2

Portfolio (with Role Play)

ASSESSOR GUIDE

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Assessment Instructions

Task overview

This Assessment is divided into **three (3)** tasks that allow you to reflect on and adjust your design process using annotations and evaluations. Within these three (3) tasks, you will have sub-tasks which include:

- Task 1
  - 1A - Identify training (Journal task)
  - 1B - Plan and identify improvements in training (Journal task)
- Task 2
  - 2A: Develop conceptual skills and ideas
    - Research project
    - Visual analysis
    - Journal task and 6x poster designs
  - 2B: Reflect on design processes
    - Research processes (Journal task)
    - Engaging with industry software (Journal task)
- Task 3
  - 3A: Seek feedback
    - Role play
    - 3 x final Adobe Illustrator posters
    - Journal task - evaluation (4 entries)
  - 3B: Research work opportunities
    - Career research

You will be presented with a scenario that will then be utilised to demonstrate your ability to evaluate your technical skills and assess techniques to apply in your design practice. You will document the design process in a journal related to the brief given in the scenario.

Additional resources and supporting documents

To complete this assessment, you will need:

- Access to your learning material and Internet research
- Access to MS Office, including Word
- Access to Adobe Illustrator and PDF editor
- 1 candidate for the role play
- Ms Teams, Zoom or Skype to record the role play

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

–   the processes for conducting the assessment (e.g. allowing additional time)
–   the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Task 1

You are to complete the following that details your existing technical skills in design practice. You will keep referring to this plan throughout this module to continue to identify the development of your technical proficiencies and improve your skill set in this area. Think of it as your own **personal skills audit**. It will assist you in finding areas for continuous individual professional development.

Please note: *Technical skills are essential skills that a graphic designer needs to have to enter the industry sector.*

The first part of Task 1 is divided into two parts (A & B) and are to be completed in the provided Journal.

Task 1 Part A – Identify training

The table below lists **five (5)** technical skills you need to develop in graphic design practice. Determine if you are a beginner, novice, or proficient user of the technical tools provided using the relevant drop-down menu in the applicable column.

Provide **one (1)** strategy suitable for developing your skills in each area.

Assessor Instructions: In this section, students must self-evaluate their technical skills as a beginner, intermediate or proficient placing an X in the appropriate box and provide one (1) example of a strategy that is suitable for the student to develop their skills in each respective area.

JOURNAL				
Technical Skill	**Beginner**	**Intermediate**	**Proficient**	**One (1) strategy to develop your technical skills**
Adobe Illustrator	Choose an item.	Choose an item.	Choose an item.	Students choose from: Beginner: Adobe Illustrator tutorials Experimenting with the software YouTube tutorials Intermediate: LinkedIn Learning 2023 Essentials Accredited Short Courses Proficient: Mentorship – an industry professional Internship – work experience
Adobe Photoshop	Choose an item.	Choose an item.	Choose an item.	Students choose from: Beginner: Adobe Photoshop tutorials Experimenting with the software YouTube tutorials Intermediate: LinkedIn Learning 2023 Essentials Accredited Short Courses Proficient: Mentorship – an industry professional Internship – work experience
Adobe InDesign	Choose an item.	Choose an item.	Choose an item.	Students choose from: Beginner: Adobe InDesign tutorials Experimenting with the software YouTube tutorials Intermediate: LinkedIn Learning 2023 Essentials Accredited Short Courses Proficient: Mentorship – an industry professional Internship – work experience

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	Choose an item.	Choose an item.	Choose an item.	**Students choose from:** **Beginner:** Experiment with compositions Develop banks of images Visit galleries for inspiration **Intermediate:** LinkedIn Learning Storyboarding **Proficient:** **Accredited short course** Mentorship – an industry professional Internship – work experience
Ideation - Digital Mood Board				
Digital Portfolio	Choose an item.	Choose an item.	Choose an item.	**Students choose from:** **Beginner:** Experiment with a free digital portfolio tool View other digital portfolios for ideas Investigate marketing principles **Intermediate:** LinkedIn Learning Adobe CC Express Accredited Short Courses **Proficient:** Mentorship – an industry professional Internship – work experience
Coding – HTML and CSS & JavaScript	Choose an item.	Choose an item.	Choose an item.	**Students choose from:** **Beginner:** Experimenting with YouTube coding tutorials Experimenting with Free coding courses LinkedIn Learning Coding for Visual Learners **Intermediate:** LinkedIn Learning programming fundamentals Accredited short courses **Proficient:** Accredited programs with certificates Mentorship with a web developer Internship – work experience

Task 1 Part B - Plan and identify improvements in training

Understanding your current technical skills in graphic design is important. Using opportunities to develop your technical skills is crucial to professional development in these areas. Based on your goals, create a learning plan that outlines the technical skills you need to develop and how you plan to acquire them.

Once you know your current skill level, set clear and measurable goals for what you want to achieve, these goals should be specific, achievable, and relevant.

Complete the following table, where the technical skills have been provided in column 1. Specify what level of training you have identified to develop your technical skills in column 2, with a specific weblink to that training. In column 3, detail how you will measure your skills and how you intend to measure competency in each area. Determine the steps you need to achieve this.

Assessor instructions: Students may use different wording; however, they must complete this table which needs to use the same technical skills specified in question 1, but with a different perspective. They need to identify each level of training in column two (2) with a link to training with each technical skill identified. In column three (3) students need to provide a strategy to measure their progress to achieve competency in each area.

JOURNAL		
1: Technical skill	**2: Identified Level of Training**	**3: Strategy for Measuring Competency**
Adobe CC Photoshop	Students need to detail what level of training they have identified in Task One – plus provide a valid link to the training and enter it here.	Students need to specify how they will measure their progress. Determine the steps needed to achieve the longer-term goal of becoming competent in this area.
Adobe CC Illustrator	Students need to detail what level of training they have identified in Task One – plus provide a valid link to the training and enter it here.	Students need to specify how they will measure their progress. Determine the steps needed to achieve the longer-term goal of becoming competent in this area.
Adobe CC InDesign	Students need to detail what level of training they have identified in Task One – plus provide a valid link to the training and enter it here.	Students need to specify how they will measure their progress. Determine the steps needed to achieve the longer-term goal of becoming competent in this area.
Digital mood board	Students need to detail what level of training they have identified in Task One – plus provide a valid link to the training and enter it here.	Students need to specify how they will measure their progress. Determine the steps needed to achieve the longer-term goal of becoming competent in this area.
Digital Portfolio	Students need to detail what level of training they have identified in Task One – plus provide a valid link to the training and enter it here.	Students need to specify how they will measure their progress. Determine the steps needed to achieve the longer-term goal of becoming competent in this area.
Coding – HTML and CSS & JavaScript	Students need to detail what level of training they have identified in Task One – plus provide a valid link to the training and enter it here.	Students need to specify how they will measure their progress. Determine the steps needed to achieve the longer-term goal of becoming competent in this area.

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Task 2

SCENARIO:

You have just been employed as a Junior Graphic Designer at Fusion Graphix. Michael Kerr and Miranda Deidre are part of your team and are Graphic Designers. You all report to your manager, Mary Jones. Fusion Graphix is a Graphic Design Studio that offers B2B graphic design, web design and marketing services.
A new client has approached Fusion Graphix, the Utopia Gallery in Sydney, which needs ideas for a promotional poster for the upcoming exhibition on the work of landmark graphic designers of the twentieth [20th] century. Entitled '*It's a Postmodern World: Breaking Type,* the exhibition is scheduled to run from March to July.

You have been chosen to create design proposals for the promotional poster and consult with **two [2]** of your team members, Michael and Miranda, who will support you in developing your technical skills and help plan the digital design approach.

Task 2 Part A

1. Research Project

The Utopia Gallery has requested the submission of **three [3]** A3 poster [portrait] designs for their upcoming exhibition on landmark graphic designers, as described above. It will be presented to the gallery's CEO, Mark Simpson. You need to complete the following:

Research one [1] of the postmodern designers from the list below. [500-550 words]. Include background information on the designer, their studio and their main achievements in graphic design. You must include visual references that reinforce your written work, which must be relevant to the points made in the research. [Please note that your visuals do not count towards your word count].

You must structure your research with an introduction, the main body, and a conclusion.

The list of designers is:

- Neville Brody
- David Carson
- Peter Saville
- Stefan Sagmeister
- Alan Fletcher

You must demonstrate your ability to discuss and explore ideas and techniques for digital imagery and explore different ideas and techniques in your work.

Provide a bibliography supporting your research, at least **five [5]** sources, which is to be in the Chicago referencing system.

Please Note: For all activities in Task 2A [1: Research & bibliography; 2: Visual communication & bibliography], place all your evidence into an *MS Word* presentation.

However, in Task 3, save your six experimental, annotated *Adobe Illustrator* documents as PDFs and add them to your *Word* document.

2. Visual Analysis

Next, **choose three (3) examples** of your chosen designer's work to analyse visually. The core purpose of visual analysis is to recognise and understand the graphic designer's visual choices (or rationale) in creating the designs.

You are expected to include images in your work to reinforce your text, which needs to be referenced using the Chicago referencing system, at least **five (5)** sources. The visual analysis should be at least 400-450 words.

You must structure your visual analysis with an introduction, the main body, and a conclusion. In your analysis, please explain how the designer has used the following:

- Type
- Colour
- Images in each of their designs.
- Comment on their discernible (or signature) style (what makes their work unique?)
- Think about the placement of visual material, the layout, and the use of positive and negative space.

(Parts 1 & 2 need to be completed in an illustrated *MS Word* document that contains 900-1000 words, excluding references and a bibliography that indicates your research effort with at least **10** sources in total).

3. Design Solutions

From your research, you will need to develop and extend your technical skills and experiment and explore various ideas and techniques.

Before you begin your work with Adobe Illustrator, you must be confident using the industry-leading application. You need to set it up accordingly and ensure that you test your computer, the latest software version, and set up the parameters according to those specified in this part of the task.

➤ **Reflect** on how you have developed and extended your technical skills by ensuring that your tools and equipment are ready for starting this part of the assessment. If there are any areas you need to become more familiar with, you need to ensure that these are addressed before beginning. (Document this process in 200-250 words)

JOURNAL

Once you are ready to go, then:

Experiment and explore various ideas and techniques using *Adobe Illustrator,* using only typeface as a design tool that reflects your chosen designer. Produce a range of **six (6) A3 (portrait) designs** that you annotate fully to explain your thought process behind your ideas and how they reflect your chosen designer in a new way.

Remember, you are **not** replicating your designer's work in your posters; you are using their work as inspiration for your design solutions. Explore and experiment with new ideas in making and interpreting design work. You can use colour in your posters, but it needs to be appropriate in your interpretation of the designer.

Save all your documents (six (6) x experiments with annotation as *Adobe PDF* documents) and add them to your *MS Word* document that already has your completed task 1 (research project with bibliography) & task 2 (visual analysis with bibliography). Submit one (1) document (MS Word saved as a *PDF*).

Marking Guide Task 2A

Students must present their work for this task by submitting one (1) *MS Word* saved as a PDF which contains all the required elements at the end of this task. They are:

- Task 2A.1: Research & bibliography (5 sources using Chicago referencing)
- Task 2A.2: Visual Communication & bibliography (5 sources using Chicago referencing)
- Task 2A.3: 1 x journal posting, plus six (6) A3 portrait annotated ideas for the design solutions saved as PDFs and added to the *MS Word* document.

NB: This marking guide is designed to be applied at the end of the task, but Assessor Instructions detail what is required in each section

Assessor Instructions: Task 2A.1: Students must detail their research on one of five (5) graphic designers in no less than 500-550 words. They are also to provide a bibliography to reinforce.

Student examples will vary. The wording will differ depending on their chosen designer and response to the task. However, the research written response must include the following points:

- *The student must select one (1) graphic designer from the list supplied*
  - *Neville Brody, or*
  - *David Carson, or*
  - *Peter Saville, or*
  - *Stefan Sagmeister, or*
  - *Alan Fletcher*
- *Provide contextual information about the designer – biographical details (date of birth/career)*
- *A discussion on the main achievements of the designer, including examples of their work in the graphic design field*
- *Include visual references (images that are relevant to the above, contextual information and the main achievements)*
- *A bibliography of at least five (5) sources (in the Chicago referencing style) that demonstrates the student research effort*
- *Structure their written work with an introduction, main body, and a conclusion*
- *Submit their work in an MS Word document to submit this task*

Assessor Instructions: Task 2A.2: Students must choose three (3) of their chosen designer's work to analyse visually in no less than 400-450 words.

Student examples will vary. The visual analysis will differ depending on their chosen designer and response to the task. A definition of visual analysis has been provided for reference.

Definition of visual analysis: The core purpose of visual analysis is to recognise and understand the graphic designer's visual choices (or rationale) in creating the designs.

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The written response must include the following points.

- *The student must choose three [3] of their chosen designer's work to analyse visually*
- *The visual analysis must be assessed against the following criteria*

  - *The designer's use of type/typography*
  - *The designer's use of colour*
  - *Discussion of the designer's signature style – what makes their work unique?*
- *Include visual references [images that are relevant to the discussion of visual analysis]*
- *A bibliography of at least five [5] sources [in the Chicago referencing style] that demonstrates the student research effort*
- *Structure their written work with an introduction, main body, and a conclusion*

Using the same MS Word document as Task 2A.1 to submit this task

Assessor Instructions: Task 2A.3: A reflection needs to be completed in 200-250 words in the provided journal. Then, students must use *Adobe Illustrator* to develop six (6) annotated ideas for designs of A3 portrait posters using only typeface as the design element.

Student examples will vary. The reflection needs to include the following in 200-250 words:
- The student reflects and writes in the first person
- The following bullet points specify what needs to be in the reflection
- How the student has tested and set up their computer and software to address this part of the task
- Confirmation that the student has gone to *Adobe CC* and downloaded the latest version of *Adobe Illustrator*
- That the student's laptop or PC or *MacBook* has the capability of supporting the industry software
- Confirmation that the student has opened *Adobe Illustrator* and tested it in terms of saving creative work
- That the student has confirmed that the parameters (A3 portrait) have been implemented to address the next part of the task.

Then the students need to produce creative outcomes using *Adobe Illustrator*
- The six (6) A3 (portrait) annotated designs using only typeface/typography design reflecting the student's chosen designer, as specified in Tasks 1 & 2 using digital technology.

The submission must include the following.

- *Six A3 portrait annotated designs using only typeface and typography design to reflect their chosen designer using Adobe Illustrator. Annotation detailing their thought processes needs to be evident. The Illustrator files must be saved as PDFs and added to the MS Word document along with evidence of Task 2A.1 & 2A.2 for final submission.*

Student's progression in Task 2A [1, 2 & 3] must be evidenced in the single MS Word document saved as an Adobe PDF for submission.

Task 2 Part B – Reflection on design process

This section allows you to reflect on the design process you have completed in Task 2A during this assessment. This task is comprised of **two [2]** reflective journal posts.

Journal Task 1:

Reflecting on your research undertaken for Task 2A, both part 1 [research of chosen designer] & part 2 [visual analysis], identify how the information sourced influenced the design of your posters. Also, identify how your skills have developed from the research undertaken.

[Word count for journal post: 200-250 words]

JOURNAL

Assessor instructions: Students may use different wording. However, the response must include a description of the purpose of researching, sharing ideas across disciplines, and how this process has expanded their knowledge of their chosen designer in two (2) contexts – both research and visual analysis

- The word count for this response must number between 200-250 words
- This response needs to be written in the first person
- Reflection on the research and design process completed in task 2A needs to form the basis for this response
- The student needs to recognise the benefits of researching the designer in terms of biographical information (part 1), which is either:
    - *Neville Brody, or*
    - *David Carson, or*
    - *Peter Saville, or*
    - *Stefan Sagmeister, or*
    - *Alan Fletcher*
- Which can include:
    - Knowing how their chosen designer's experience has developed
    - Knowing more about their chosen designer was born and their education
    - How their chosen designer began their experience in graphic design
    - What their chosen designer is renowned for in their respective field
    - How the designer is described as post-modern
    - Contextual information about post-modernism needs to be included
- The student needs to research and recognise the benefits of visual analysis of their chosen designer's work (part 2):
    - Knowing how the designer's use of type/typography, colour, and uniqueness of the signature style embodies the post-modern aesthetic
- The student needs to include how their skills have developed during this process

Journal Task 2:

Reflecting on the work you produced in Task 2A, detail how you engaged with the industry software (Adobe Illustrator) and specify how different opportunities (or tasks) associated with this technology helped develop your skills and kept you informed about current design practice.

Complete the following table:

- In column two (2), specify how you used the opportunities (or tasks) in using Adobe Illustrator.
- In column three (3), you need to identify the skills you have developed by using Adobe Illustrator.
- In column four (4), describe how your understanding of design practice has improved by completing the tasks and improving your skills in Adobe Illustrator.

*Definition of design practice - developing conceptual designs in response to the brief.

JOURNAL			
Technical Skill	**2: Opportunities (tasks)**	**3: Skills Development**	**4: Current Design Practice**
	Students need to specify tasks associated with using Adobe Illustrator and the design process. This can include the following:	Students need to identify the opportunities/tasks (identified in column 2) and specify how their skills have developed. This can include the following:	Students need to determine how their work in Adobe Illustrator has improved their knowledge of current design practice*
Adobe Illustrator	- Creating new documents - Setting up parameters - Editing artworks - Organising content with layers - Refining artworks - Changing colour and strokes - Adding text to designs - Saving artworks	- Become more proficient in using specific tools - Become more knowledgeable about saving documents - Utilise existing knowledge about colour theory - Evolution of problem-solving skills - Become more adaptable - Become more experimental with the tools - Improve time-management skills - Improve creative skills and explore new ideas - Keep exploring online tutorials	*Students need to describe the process of developing their conceptual designs in response to a brief. It is an individual response that is unique to each student.

Task 3 Part A.1 – Seek Feedback (Role Play)

Provide and share the design work already produced in Task 2. Seek feedback and constructive criticism of your design outcomes and how you have addressed the brief in the six (6) experimental posters you completed in *Adobe Illustrator.*

(It is recommended to use and share the Adobe PDF you produced detailing the research on the designer, the visual analysis, and the six (6) annotated posters as detailed in task 2A) and ideas for the final three finished artworks.

Use the feedback to adjust work processes and design practices in response to the comments. The role play/meeting must include at least **one (1)** other participant, at most **15 minutes** and address all requirements listed under Key Observation Criteria.

Key Observation Criteria

During the role play, you will be required to:

- Present your practice and discuss your work in your presentation
- Share information about your choice of post-modern graphic designer and how your design practice has been impacted and influenced by this choice
- Discuss the rationale behind the six (6) draft annotated posters completed in Adobe Illustrator
- Seek feedback and constructive criticism of the rationale behind your posters and to what extent you answered the brief
- Evaluate proposals for your final three (3) posters
- How you respond to this feedback
- Clarification of feedback through questioning and review.

Participant information

In this task, you will participate in a role-playing meeting with **one (1) other**. These may be resourced using one of the following options:

- One friend or family member
- One fellow student who will discuss your design work and provide constructive criticism. Don't hesitate to contact your fellow student via the Discussion Forum and coordinate your role play with them directly.

Option 1: One friend or family member participant

Should you complete this task with a friend or family member, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

The friend or family member will need to state their name and job title at the start of the recording to inform consent.

Option 2: One fellow student participant

The fellow student participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Student/s will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Participant's briefing instructions

Participant must listen to the presentation and provide constructive feedback on the six (6) draft annotated posters completed in Adobe Illustrator.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to provide their consent. During the recording, video must be turned on for all participants.

"This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and the role they are going to play."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording in MP4 format, using the following naming convention, CUADES413 _StudentName_yymmdd_Role Play. Include this recording as part of your assessment submission.

Assessor Instructions: Students' words will vary, but their responses must reflect the content of the sample answer. These sample answers are based on a specific example of a student who picked Neville Brody as the graphic designer who inspired the three (3) posters they created in Assessment 2. However, these answers could also be based on any of the other four designers listed in their brief in Assessment 2: David Carson, Peter Saville, Stefan Sagmeister or Alan Fletcher.

The meeting should be a maximum of 15 minutes. Students must demonstrate each performance criterion outlined in the observation checklist below.

Use the following Observation Checklist to record your observations while you watch the video. Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

Observation Checklist for Task 3A.1 *[to be completed by the Assessor]*	
Use this checklist while reviewing the recorded role play:	
Did the student...	Satisfactory/Not Yet Satisfactory
1: Did the student present their research, visual analysis, and six (6) ideas for draft poster designs from Assessment 2 for feedback? Assessor Instructions: The student presented their *Adobe PDF* presentation to their peer clearly The student discussed their design choices throughout their presentation	☐Satisfactory ☐Not Yet Satisfactory
2: Did the student share information about the chosen designer/design discipline (Post-modern graphic designer) and how they impacted and influenced the student's design practice when presenting their six annotated posters? Assessor Instructions: The student shared information about their chosen designer, how they and their work are called Post-modern graphic design, and how their work has impacted and influenced the student's design practice in their six initial annotated posters. Each one was described in turn and the progression of ideas was evident.	☐Satisfactory ☐Not Yet Satisfactory

3: Did the student seek feedback and constructive criticism of their work to demonstrate improved technical skills? against the six (6) draft annotated posters they completed in Adobe Illustrator and how they addressed the brief. **Assessor Instructions:** The student asked for specific feedback on their work in progress for the six (6) annotated draft posters, created in *Adobe Illustrator*, using technical skills, and asking questions such as: (example questions below are based on the student using Neville Brody as their chosen designer): • How do you think the lettering sizing works with these designs? • Do my ideas for the colour scheme convey the bold, impactful meaning that reflects the work of Neville Brody? • Have these ideas for the posters fulfilled the brief I was given? Has my experimental work been transferred into my final designs?	☐Satisfactory ☐Not Yet Satisfactory
4: Did the student present initial ideas for the final three (3) posters, and was the connection evident to the initial six draft posters completed in Task 2A? **Assessor Instructions:** The student presented their initial ideas for the final three posters, and the connection between these and the six draft posters completed in Task 2A was evident.	☐Satisfactory ☐Not Yet Satisfactory
5. How did the student respond to the feedback? **Assessor Instructions:** After receiving feedback, the student: • Thanked their peer for their feedback • Received feedback positively • Considered all feedback points	☐Satisfactory ☐Not Yet Satisfactory
6. Did the student clarify feedback through questioning and review? **Assessor Instructions:** The student clarified any points they were uncertain about The student confirmed the points made with their reviewer	☐Satisfactory ☐Not Yet Satisfactory
Assessor Name: Date:	

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Task 3 Part A.2 – Final poster designs

Complete the following.

- Create three [3] x A3 portrait posters using only type/typography, chosen from the original six [6] experimental and annotated designs produced, using their chosen designer as inspiration [using Adobe Illustrator]
- Refine the three [3] A3 portrait final posters for presentation
- Save the three [3] Adobe Illustrator files as Adobe PDF images suitable for print and submit them for assessment.

Click here to watch Adobe Illustrator Tutorials, which will provide further instructions to support you in this task.

Task 3 Part A.3 – Evaluation

Evaluating the feedback received on our work is an important element of your becoming an accomplished designer. Being involved in a crit [or critique] is crucial. They are implemented to improve design work, improve collaboration between designers and disciplines and offer a different perspective. They can also boost your morale and strengthen communities of practice.

However, a crit is not to figure out a solution there and then. It is up to you to interpret the feedback constructively and re-examine your design solutions appropriately. This second part of the task asks you to reflect on the feedback received in Task 3A.1 – role play, and the final design work you produced in Task 3A.2.

Complete the following:

1. Discuss the main points associated with the constructive feedback on your work in graphic design and the feedback received in the role-play. What have you learned, and how have you applied this feedback to your work?
   [Word count: 450-550 words]

Assessor Instructions: Students must highlight the process of gaining constructive feedback and why it is important. Students must also state how they sought feedback for their three [3] posters within their presentation and detail the feedback that they received. Students' words will vary, but their responses must reflect the content in the sample answer. These sample answers are based on a specific example of a student who picked Neville Brody as the graphic designer who inspired the six annotated draft posters, they created in Assessment 2A. However, these answers could also be based on any of the other four designers listed in their brief in Assessment 2: David Carson, Peter Saville, Stefan Sagmeister or Alan Fletcher. *[Word Count: 450-550 words]*

Asterisks [***] represent specific details the student would provide.

Sample answer:

I have learned that receiving feedback is integral to the design process. It is crucial to my personal and professional growth as a designer. Constructive feedback is objective, not personal, and offers insights into the development of my work and is used to move my work forward. I need to have confidence in the person giving feedback on my work, and the comments must be specific to allow me to confidently implement these amendments in my designs.

I received feedback on all the posters I created using Adobe Illustrator.

2. Reflect and evaluate your final three (3) designs and detail how you arrived at them against the initial six (6) annotated draft posters. Discuss how your work has evolved, both in your design and technical skills. How have you incorporated feedback and adjusted your designs based on that feedback?
(Word count: 450-550 words)

Assessor Instructions: Students need to describe their ideas for improving their graphic design work based on the feedback they received. Students must discuss how they responded to their feedback and considered each point for the final three (3) posters against the original six (6) experimental annotated examples. They should form an improvement strategy detailing how they have developed each piece of work based on this feedback and what outcomes they seek from each change or development. Students' words will vary, but their responses must reflect the content in the sample answer. These sample answers are based on a specific example of a student who has picked Neville Brody as the graphic designer who inspired the three (3) posters they created in Assessment 2. However, these answers could also be based on any of the other four designers listed in their brief in Assessment 2: David Carson, Peter Saville, Stefan Sagmeister or Alan Fletcher. *(Word Count: 450-550 words)*

Sample answer:

I have reflected on and evaluated my final three (3) designs and their progression from the initial six (6) experimental annotated draft posters. My work has evolved in both my design and technical skills, which includes becoming more proficient in using Adobe Illustrator tools and using them to produce more refined design outcomes. I also recognise that my design skills have improved also. I have learned about using colour, form, layers, composition, and typography, which is evident in my outcomes for the poster designs.

Also, I have learned to critically evaluate my design work, which leads to continuous improvement in my skills and knowledge.

From here, student responses will be individual based on their interpretation of the six [6] posters being refined into the final three [3]. What follows clearly indicates what to look for in this reflection.

I considered each point about the three posters to implement the feedback I received.

I listened to and reviewed the feedback for my initial six [6] experimental posters and considered all points. I agreed that my first final poster reflected Brody's style, and I have created a more daring, bold style by lettering on different angles reminiscent of Brody's work and placing some words and letters on top of others to emphasise certain words or meanings. I have refined the colour palette by including only 2-3 colours within the final poster rather than the 5 evident in the first experiments. This has created more impact and ensured the design looks simplistic yet edgy.

1. Students should reflect on their final work in a similar improvement strategy to the second and third final posters

3. In detail, how does looking at the graphic design work of others suggest alternative ways of thinking in the design of your posters? [Note that 'others' may include the designer you have chosen, your peers and fellow students, or from sources you have found independently]

   [Word count: 250-300 words]

Assessor Instructions: Students must evaluate the outcomes of studying others' work, whether from the designer they have chosen to base their posters on, their peers and fellow students, or from sources they have found independently. Students should describe their process of looking at others' work, the reasons they chose these works, and what about them has inspired them. They should discuss how this process can help them adopt new ways of thinking and improve as a designer. Students' words will vary, but their responses must reflect the content in the sample answer. These sample answers are based on a specific example of a student who has picked Neville Brody as the graphic designer who inspired the three [3] posters they created in Assessment 2. However, these answers could also be based on any of the other four designers listed in their brief in Assessment 2: David Carson, Peter Saville, Stefan Sagmeister or Alan Fletcher. *(Word Count: 250-300 words]*

Sample answer

I recognise that by studying accomplished artists' and designers' work and practices, I start seeing and thinking differently. I could reach a higher level of knowledge and experience much quicker than others who study designs without ideas of how research could influence my work effectively.

Building my exposure to others' work, using their ways of thinking, and applying it to my practice will help me to expand my diversity of thought and acquire more skills in my toolbox. By choosing six [6] designs, I like that Brody has created, I can ask myself some questions and re-evaluate my thinking.

- *Why did these pieces stand out to me? These pieces particularly stood out due to their bright colours, the signature red, black, and white colour scheme and large, impactful lettering.*

- *Why is their work so special? This iconic work has inspired many other graphic designers and typography artists.*

- *Does it fulfil its purpose? These pieces fulfil their purpose by using bold and creative typography styles to grab the audience's attention.*

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4. Specify how you have developed and adjusted your work processes and practice to improve your final outcomes. How did you amend your work in response, and what have you learned about the entire process? [This should reference the development of Adobe Illustrator skills and the engagement with technical training you identified at the beginning of this module]. You must reflect on your learning journey! [450-550 words]

Assessor Instructions: Students must demonstrate how they have developed and adjusted their work processes and practice to improve their final outcomes. Students' words will vary, but their responses must reflect the content in the sample answer. These sample answers are based on a specific example of a student who has picked Neville Brody as the graphic designer who inspired the three [3] posters they created in Assessment 2. However, these answers could also be based on any of the other four designers listed in their brief in Assessment 2: David Carson, Peter Saville, Stefan Sagmeister or Alan Fletcher. *[Word Count: 450-550 words]*

Sample answer

By reflecting on my final designs and evaluating how I arrived at them regarding work processes, I can identify areas for improvement and growth in my design and technical skills and apply those insights to future projects. For example, gaining knowledge and expertise by practising in Adobe Illustrator can vastly improve my understanding of technical concepts and terminologies. This allows me to become more effective in design, so I can waste less time trying to understand and have more time for getting things done effectively.

I will keep updated about design principles and core theories and understand different aspects of designs like typography, layout, grids, colours, and composition. I can then use Adobe Illustrator to experiment with the images and text in my creative work to increase my technical understanding. To improve my technical design skills, I can ensure that I am regularly practising what I have learnt and that I seek out and attend seminars or webinars to learn new skills, which are those strategies that I identified at the beginning of this module. I can also ask my colleagues or managers for help refining my skills and keeping up with the design software programs I use to create my work, another strategy I identified for my work in Adobe Illustrator.

To develop further skills within my work, I must ensure I stay on top of trends within the design world. I need to be exposed to new ideas as much as possible to inspire me to think outside the box with new, creative solutions within my work. I need to write down my ideas and try different things even if they don't work, as they may inspire new solutions. I should talk to others and seek feedback regularly, as they may help me to think of new ideas and concepts. To develop my posters or similar artworks in future modules, I could use these strategies to broaden my ideas and take more risks in ways that fit the bold style I was inspired by.

I need to ensure that I am marketable as a good designer. This means having a great portfolio that is current, showcases my talents and includes various works, such as the creative work that I have produced here, in turn improving my technical skills. I must practice useful techniques and have a good repertoire of basic soft skills such as interpersonal communication, time management, teamwork, cultural awareness, and

leadership. I should ensure that my design work and the technical skills I have developed showcase various talents and add them to my professional portfolio.

Organising my daily tasks will enable me to plan for improvements in my work's technical, conceptual, and commercial aspects. Setting personal and professional goals with short- and long-term goals will lead to success or at least allow me to achieve my potential in these areas.

Task 3 Part B – Research work opportunities

Researching a career path is important in determining what you want to do as a profession. Effective career research allows you to get a complete understanding of different opportunities and judge which one is most ideal.

Create a Word document (submitted as a PDF) that includes references to the following:

1. Discuss **six (6)** sources of opportunities valuable for career advancement in graphic design (Word count: 200-250 words)
2. Define the process of networking and evaluate **three (3)** networking and promotional opportunities in graphic design (Word count: 200-250 words)
3. Specify at least **three (3)** ways that you can apply these opportunities to your work and career planning (Word count: 90-120 words)
4. Discuss **three (3)** different roles in the graphic design industry and describe what skills you need to be successful in this context. (Word count: 200-250 words)

Provide a full bibliography that supports this report. Use the Chicago referencing tool.

Assessor Instructions: Students must create a Word document (submitted as PDF) that includes references to the following 4 points (see sample answers to each of them):

1. *Discuss six (6) sources of opportunities valuable for career advancement in graphic design. It is recommended that you use the learning material for this question. (Word Count: 200-250 words)*

Assessor Instructions: Students' words will vary, but their responses must reflect the content provided in the sample answer. These sample answers include six (6) sources of opportunities; however, there may be others, such as student resources, that they may include.

Sample answer:

- **Attend conferences** - Conferences are large gatherings of professionals invested in a particular industry, meeting one, two or more days for educational and networking purposes. These are great opportunities to learn new hands-on skills, practise your craft and meet others in your field.
- **Seminars/webinars** - Seminars are usually on a smaller scale than conferences, maybe around 100 people and are usually much shorter in duration, perhaps 1-2 hours. Seminars and webinars can be inexpensive, easy ways of fast learning new skills or methodologies.
- **Internships** - Internships can be a resourceful stepping stone into your dream career. Some larger organisations have internship programmes, with smaller companies taking interns less frequently. Nowadays, many internships are paid, although you may sometimes find unpaid internships.
- **Following blogs and platforms** - Blogs by designers can also be useful in helping you to interpret some of the themes and ideas you may come across in the design world. Hearing other experienced designers' opinions can teach you new ways to create designs or analyse problems.

2. *Define the networking process and evaluate three (3) networking opportunities in graphic design. It is recommended that you use the learning material for this question. (Word Count: 200-250 words)*

Assessor Instructions: Students' words will vary, but their responses must reflect the content of the sample answer. The students' answers must include the three (3) networking opportunities detailed below.

Sample answer:

The definition of networking enables you to meet like-minded people, share industry tips and insights, discuss interesting topics, learn from each other, and find job opportunities. Great networking skills go a long way in graphic design, especially if you are working for yourself.

LinkedIn - LinkedIn can be a great place to start with networking. The social networking site is geared specifically towards professionals. It can allow you to meet people, market yourself, search for jobs, further your industry knowledge, keep up with trends and join events. You can build your CV on your profile page so potential employers can see your skills and experience.

Industry Events - By attending events in your industry, such as conferences or other networking events, you can meet others in your field and expand your contacts in the business. Networking is as simple as just casual conversation with people and learning more about what they do. In an hour of networking, you're bound to find a couple of people you find interesting or click with professionally.

Online communities and message boards - You can join design communities like Designer Hangout and Graphic Design Forums online. These online communities can help you connect with others in a virtual setting and share knowledge and advice.

3. *Specify three (3) ways that you can incorporate opportunities into your work and career planning (Word Count: 90-120 words)*

Assessor Instructions: Students' words will vary, but their responses must reflect the content of the sample answer. The students should include three (3) ways to apply the benefits of opportunities to work and career planning however, they may include others from the sample answer below or elsewhere.

Sample answer:

- **Learning new skills** - Picking up new skills through seminars, conferences, research, and other professional development opportunities is a great way to further my career - I can apply what I have learnt to my practice
- **Find a mentor** – I can ask someone I know and respect in graphic design if they mind meeting monthly to provide mentoring and coaching

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- **Enter graphic design competitions for experience** – I can undertake some research to find some local graphic design competitions. I would look through past entries and winners and create something that can be reused in my portfolio
- **Create libraries** - When I learn new skills or techniques or find styles I love and feel inspired by, I can document them and store them in a 'catalogue' on a device or storage cloud. By arranging them by type of feature and then by style. These will be invaluable when searching for ideas for projects later.
- **Practice** - When I learn something new that could help me to develop my creative voice, I need to try not to leave it unused and neglected. Even if I don't have a project that needs it immediately, I practice alone.
- **In the workplace** - Even if I don't have a current project to use my skills and knowledge, I can take the opportunity to present a short presentation of what I have learnt to your colleagues. I will add any significant events, courses, or useful skills learnt to my CV.

4. *Discuss three (3) different roles in the graphic design industry and describe what skills you need to be successful in this context. It is recommended that you use the learning material for this question. [Word Count: 200-250 words]*

Assessor Instructions: Students' words will vary but their responses must reflect the content provided in the sample answer. The students' answers must include the three (3) roles detailed below.

Sample answer:

Freelancers and design contractors - A freelancer or design contractor works for themselves. This role is self-managing, and is responsible for running their own business. Freelancers must build business relationships to bring new clients and maintain their current ones. They must do administrative, financial, marketing, legal and other general business duties.

In-house designers - An in-house designer is a designer who works within the design or marketing department of a company. This person might be the only designer in the company, or they may work in a team with other designers. Their work supports the company's efforts in every aspect of the business. This role can report directly to the owner or manager, or if it is within a design team, they can report to a design lead.

Working for an agency - Graduates will likely start as junior designers with a creative or design agency. Junior designers will report to senior designers and follow directions from creative and art directors. They work alongside account managers, copywriters, and if the company has a multimedia department, UX designers, web developers, and video content creators, to name a few. The range of work varies depending on the agency's type of clients.

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Assessment checklist:

Students must have completed all sections and associated activities within this assessment before submitting. This includes:

Task 1: Assess and develop technical skills		
1A	Journal task: Complete table to assess your technical skills	☐
1B	Journal task: Complete table to plan & identify improvements in training	☐
Task 2A:Develop conceptual skills and ideas (PDF document)		
1	Complete research with bibliography	☐
2	Complete visual analysis with bibliography	☐
3	Journal task: Reflect on developing and extending your technical skills	☐
	6 x annotated, experimental *Adobe Illustrator* poster designs	☐
Task 2B: Reflection on design processes		
1	Journal task 1: Reflect on research process	☐
2	Journal task 2: Reflect on engaging with industry software	☐
Task 3A: Seek feedback		
A.1	Role play	☐
A.2	3 x final *Adobe Illustrator* posters	☐
A.3	Journal task: Evaluation [4 journal entries]	☐
Task 3B: Research work opportunities		
1-4	Complete career research	☐

Congratulations, you have reached the end of Assessment 2!