**Kathryn Hendy-Ekers** - Hello, this video is one in a series for implementation for the new VCE Visual Communication Design Study to be implemented in 2024. This video is about Units 3 and 4 for the School-assessed task. My name is Kathryn Hendy-Ekers, and I'm the Curriculum Manager for Visual Communication Design, Visual Arts, and Media. And with me, I have Natalie Dunne who is the current State Reviewer for Visual Communication Design. I will just run through an outline of what we will cover in this session. We'll just take a quick look at the Study specifications for VCE Visual Communication Design, overview of Units 3 and 4, and then Natalie will go into the three areas of study associated with the School-assessed task, with some teaching approaches and some detailed examples and some assessment ideas.

So, the Study specifications govern the whole of the Units 1 to 4 of the study, and details of those Study specifications are provided in another video, unpacking those areas, and also too, you can see the list here from the Study design. So, we have visual language, visual communication practises, design thinking, the VCD design process, design ideas, concepts, and solutions, methods, media, and materials, design elements and principles, fields of design practise and approaches for Aboriginal and Torres Strait Islander histories and cultures. So, just probably because the School-assessed task is focused on the Study specifications, you can see that the VCD process is outlined here. Here's the diagram with the four aspects of the process.

So, there has been a change from the previous Visual Communication Design process that we had in the Study design. So, you can see it's based on the UK Double Diamond Model, and we have the areas of Discover, Define, Develop and Deliver, and how divergent and convergent thinking works in all of those areas. So, just a breakdown, you can see on the screen here of the four areas. The Discover area involves brainstorming, data collection, document insight, researching documents and recording those findings. The Define stage is where students begin to visualise the information they've got in the Discover phase, they categorise and analyse it, they present those insights or those findings, they reflect, and they start to develop the brief. In the Develop stage, they gather and present information regarding the brief, and they document their ideas, and they explore those ideas. And in the final Deliver phrase, the students select design ideas, they refine and evaluate, they test design concepts, prototyping and solutions. So, you will actually see throughout the Units 3 and 4, those three Areas of Study, how those aspects of the design process are reflected.

So, we also have some Terms that we have defined for the purpose of this study. So, you will see those in the Study design. We have Good design, Human-centered design problems, information about defining what Stakeholders are, what a Design critique is, the Design pitch, and Circular design practises. So, just going into an overview of Units 3 and 4, where we have those four Areas of Study, and the whole Study design is focused on inquiry-based learning. So, the inquiry-based questions at the start of each Area of Study, you can use to develop the course content with your students. And there are other videos on other Areas of Study in Units 3, Outcome 1 and 2, and then across Units 1 and 2 that will explain how you can apply these inquiry lenses.

So, you can see here the Area Study 1 is focused on professional design practises and what communication practises are used by designers. And just bearing in mind this is a study of Visual Communication Design. It has been released with a new revised study for Product Design, but both studies are very, very different in their approach. The second Area of Study in Unit 3 is Design Analysis. So, looking at examples of design by designers and how they use visual language to communicate ideas, and information to audiences or users. So, you are looking at those fields of design practise that are outlined, those four design fields of practise that are outlined in the Study specifications. Area study 3 covers the Design process.

So again, this is the start of the SAT. So, looking at how with the students, when they're doing that Discover aspect of the Design process, how they're really defining problems and developing ideas. Then in Unit 4, we continue with the design process and looking at how designers resolve design problems. And then the final Area of Study when students present their design solutions, how they propose the solutions to those communication needs. So, this is an overview from the Support material where you can see with each Area of Study with the School-assessed task, how much time you might be spending on those, the content of each of those aspects. So, you can see there's a list which might help you when you are providing students with information of what they're going to do. You can see that there is a content summary there for each Area of Study. We won't go into a lot of detail because Natalie will cover some of these aspects as we go through this presentation.

So, you can see the three Areas of Study there with roughly six weeks allocated to each. In the Support material, you'll see there is an outline of how to unpack those three areas. Just keep in mind that the study of design has been written with the, using the Glossary of command terms that the VCAA has published. There is a link there on the screen when you get a copy of the presentation that takes you to that page. And you can see that there is a screenshot of the page there where there are the various terms that are used in the Study design, the action verbs. and what the definition of those action verbs are. So, that's really important when you are planning the School-assessed task and how you will be using it, those areas of the study. Okay, so going into Unit 3, Area Study 3. So, this is the start of the School-assessed task where the student should be able to identify two communication needs for a client. So, it would be a good idea. This school-assessed task is fairly similar to what has existed in the current Study design that has been taught in 2023.

So, looking at how students develop two communication needs for client, prepare a brief, develop design ideas and have a look at the Visual Communication using the Visual Communication Design process and design thinking strategies. So, the Key Knowledge is listed below. I won't go through it, but this is really important that we do focus on these areas when we go through these videos.

So, when we come to the Key Skills, you can see that often when you are doing planning, that you can match the Key Skills and the Key Knowledge up together. And you will see that each Key Skill gives a direction for the Key Knowledge. So, the first Key Skill is apply the Discover, Define, and Develop phases of the Visual Communication Design process. The second part, use divergent and convergent strategies when defining problems. Apply legal and ethical obligations. Document a brief. So, generate, so, you can see those action words, which you would find in the command terms. So, I'm just going to hand it over to Natalie now, who's going to speak through some teaching and learning activities for this first Area of Study, Unit 3, Outcome 3. Thanks, Natalie.

**Natalie Dunne** - Thanks, Kathy. So, with Unit 3, Outcome 3, it's important that students spend time researching and really defining what the problem is, what the communication needs are that they're going to explore. So, we don't want students rushing in. This opportunity with this new study allows for lots more research, and divergent, and convergent thinking ideas to analyse a design problem. So, the focus should be on students exploring what a problem can be and making it purposeful. And we're really wanting them to try, and show some creative and imaginative ideas, and to make sure that they're thinking about what's available to them with resources and trying to do something that they can connect with in their folio. Did you want to add anything there, Kathy?

**Kathryn Hendy-Ekers** - No, no, that's fine, Natalie, thank you.

**Natalie Dunne** - Yes, so, they can conduct research and analyse, and look at research practises, and create personas and information, and imagery.

**Kathryn Hendy-Ekers** - Okay, so next slide.

**Natalie Dunne** - Yes, thank you. They can empathise with users, and we've got different activities under these titles that you can look at and observation. So, it's really important they're doing site visits. They're not just researching using the internet, but they're actually moving out in environments that exist within your school, sort of for that cohort of students. So, we're wanting them to really think about problems that are purposeful and that are manageable for them. So, they're not having to travel long distances and they're thinking about something that they can really connect with. And so, it could be a design problem within the school environment. It could be out within their community, but for them to really engage with it. So, it's a really exciting opportunity for them to have more time to really explore that through Outcome 3. So, brainstorming and researching are really important to stay informed with current events, and new development that could engage students in creating a design problem that they're going to explore. So, they then need to draw all those findings together, and to think about how they can then write their brief and identify two different problems that can be explored through the design process. It's important that they can work within a field of design, but it's important that they're thinking about two different presentation formats. And we really want to remind teachers that students should be focusing on two different presentation formats, not presenting two posters, but maybe creating a prototype and a poster, or they could be doing packaging nets as well. And even if it's an environmental design, they might be constructing a model, or allowing for that within the design process.

**Kathryn Hendy-Ekers** - Okay.

**Natalie Dunne** - Once they've done all of that purposeful research and planning, then a work plan for the brief, similar to what students do in English, when they write an essay plan or a plan for an assignment, or a written response, you can give them a pro forma like this, which would help them to unpack sort of all of the areas that they need to focus on. So, I've just put this little format together. So, they could look at the fields of design practise that they're going to explore. So it could be, for example, messages and objects, and they could look at signage for messages, visual merchandising, and for objects, they could look at a product, a device, or a function. And then thinking about the client so they can unpack it, thinking about the background of the client, the interests, where they're located, aspirations and ideas for the design needs. And then the audience, who is the target audience?

So, students need to be thinking about, even though there might be a broader audience, that they have a target audience that they're going to be identifying to help them with typography styles, or colours, design features, so that it's not too broad. And then presentation one, they need to have a design need, a purpose, a context, constraints and expectations, and a final presentation format, how the concept will be depicted. And then they're doing the same for presentation two. I'll just highlight that with the purposes, we don't need to have the 'get-paid' acronym. So, they can use those purposes, but now in the new study, there's an allowance for a broader use of purposes. Did you want to expand on that at all, Kathy?

**Kathryn Hendy-Ekers** - No, no, that's fine. Thanks, Natalie.

**Natalie Dunne** - So, but we would want people when they're doing their brief to make sure that they're identifying two different purposes. And this can be some examples here, a sample brief, but again, they don't have to be in the formats presented here. They can be in a letter. So, whatever's purposeful for your cohort of students and making sure that you're not giving them a template that they're using. But they can look at sample briefs. And ideally, if you've got some really good examples to show them from your previous cohort of students that would be really purposeful. Just reminding teachers that students do need to have signatures, teacher and student signature at the bottom, and the date included on one A3 page.

**Kathryn Hendy-Ekers** - And just to say Natalie, that most of these examples that we're using in this presentation have come from Top Designs. So, we've used these, some of them mightn't completely address the Key Knowledge, and Key Skills of the new Study design, but we thought it would be helpful for you to have some examples to refer to.

**Natalie Dunne** - Thank you, Kathy. So, with Unit 3, Outcome 3, we've got Developing ideas, and we've got some examples here of some strong work that we've taken from Top Design selections from this year, and you can see some examples here. Aidan Maher, the second page there, is a really good example of purposeful research where he's looking at the function ability, the ergonomics of holding existing salt and pepper shakers. And you'll see that we present in the last slide evidence of his final design and his folio was really purposefully looking at design problems, and really unpacking and fleshing out ideas for prototyping, and all of that as well.

So, that's a really strong page as a starting point. And if you can't read all of the details there, but hopefully, you've looked at the sample pages that were on Top Designs and you've been to Top Designs and had a look at his folio. And there's some other examples there of research being purposeful where they're generating ideas around the research and annotating it to really unpack how they can use it. So, not just doing research as an activity to tick a box, but really thinking about how it can be purposeful for unpacking the problem that's been identified in the brief. And just a reminder that the brief needs to be written prior to any formalised research and development of ideas being started. It shouldn't be done as an afterthought. And then we've got the survey at the top.

So, there's lots of different ways to research and site visits are really good as well. So, we're not just going to the internet. We're actually looking at functionality of existing items, looking at if you're doing a product, not just the existing product, but broader products. So, for the Pringles chips, the designer didn't just look at existing chips, but looked at tennis ball cylinders, and things like that to be inspired by the design of that packaging product design.

**Kathryn Hendy-Ekers** - Thanks. Some more here, Yes.

**Natalie Dunne** - Yes, some more Developing ideas again. Just a reminder, at this stage, you do not need to use materials, media, methods, but students can if it's purposeful and are encouraged to do that. But idea generation can be in the form of pencil, any media, biro. Sometimes it's good for students to commit to the page. So, using a fine line or a biro means that they're not thinking about neatness and erasing things. they're really committing to the marks that they're making, which is important. And they should be supported with annotations. These pages provide really good examples of how students have evolved an idea and are thinking about ways that they can develop the ideas, or a design need.

And again, Yes, these are really strong pages, and you'll see in the new Study design that they do talk about prototyping and even at the development of ideas stage, it's really purposeful to be doing that if it's purposeful for the student with their development, so that you can be looking at using materials in your home environment, or that are accessible within school. And teachers are reminded that students don't need to be outsourcing, they're not marked on what, on how good something looks. It's about how they can use the materials that are available to them. And it doesn't put them at a disadvantage if they haven't got accessibility to laser cutters and things like that. So, we're looking at their design ideas and how they explore that through the design process, and then the refinement of materials that they use that are available to them. So, on the left there, that's really good how they're using colour coding to really think about spaces. And on the right, we've got lots of really purposeful documentation in little sketches and that's supported by some prototyping.

**Kathryn Hendy-Ekers** - So more developing ideas here. Yes, so just to, this will, these pages, as you can see, you'll get some examples from the one with sculptures on the left of the screen is really interesting too, Natalie, where the students really explored with paper as well.

**Natalie Dunne** - Yes.

**Kathryn Hendy-Ekers** - And this one in the middle focusing on patterns. And then again, the obvious example from observational drawing. So, it's really important when you're getting your students to work in these areas that you're it's not a requirement that the students do all these things but designing something that's going to best suit the student and what they're thinking about in terms of generating ideas. So, these ones here were for a cultural centre. So, the student was an Aboriginal and Torres Strait Islander student. So, she'd had a lot of discussions with Elders on Country and given permission to use some of this information.

So, you can see here that she's really focusing on the iconography and patterning in her area to develop some of these ideas for the cultural centre. So, doing a lot of research there of looking at the relationship of the shapes, and elements of Aboriginal and Torres Strait Islander iconography, and then generating that into the shape of the actual centre that she was designing, the architectural shape. So, more developing ideas where we're looking at the development of a logo, and using some divergent, convergent thinking techniques. So, looking at using a Scamper to really think through the development of a logo. And then you can see on the right-hand side of the screen here too, there was the generational development of ideas for, it was a restaurant, wasn't it Natalie?

**Natalie Dunne** - Yes.

**Kathryn Hendy-Ekers** - Yes, so, looking at going on a site visit, photographing some floral arrangements in a restaurant and using those concepts to develop some ideas. Okay, we then move into Unit 4, Area of Study 1. So, "On completion of this Unit, the student should be able to refine and resolve distinct design concepts for a communication need and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief". So again, you can see the Key Knowledge is listed below. So there hasn't been too much change, the Key Knowledge and Key Skills in the School-assessed task, just some of the terminology has altered slightly.

So, you should be fairly confident looking at some of the resources you currently have and just maybe updating or refreshing some of those resources. So, you can see the Key Skills again, it's that applying the Deliver phase. So it is that final aspect of the Visual Communication Design process. Students can use a range of manual and digital methods. So, they must use a range of those or must use manual and digital methods, materials, media and conventions together with design elements and principles. They're using convergent thinking strategies. They're, this is quite new, they're testing and evaluating the suitability and quality of design concepts, drawing on the requirements of the brief. They're devising and developing a pitch for the presentation for one design concept. So, that's become a little more clearer for moving forward for Unit 4, and then practises that fulfil the designer's ethical and legal obligations and appropriate terminology to document the refinement, and resolution of design concepts. So, Natalie, I might just get you to speak through some of these examples here.

**Natalie Dunne** - Yes. So, Kathy, before we move on, just I didn't highlight the Critique that we finished with at the end of Unit 3, Outcome 3. So, prior to starting Unit 4, a Critique has been introduced, and that's just a way of evaluating the design ideas so that when we're moving into the concepts, we have decided which ones we're going to be exploring. So, we haven't got examples of the critique, but a critique is an evaluation model that students can use, and they can choose how they do that and there's different ways in Study design that they can approach that. So, once they move into Unit 4, defining and resolving design concepts. So, this is where students are actually purposely and they need to apply materials, media methods, manual and digital, so that they're exploring their design concept, their design ideas as concepts.

So, initially for Outcome 3, you had Generation of ideas where you did see a lot of students applying materials, media methods, although this is a stage where they really cannot be doing it just in one media, they have to be playing with different materials, media and methods. So, really good examples here of some collage on the left. These students, this student on the left, Candice, has also looked at point and texture. So, really looking at the design elements and principles of design as well. So, the pages we've included are purposeful and really strong, but their annotations and their connection is what makes them really exceptional examples. On the right, you can see Development 1 and 2, where the student is actually looking at different elevations, different materials to use, and combinations of materials, as well as different ways that you'll be viewing those elevations. And on the second page there for the Development 2 page, you can see that they've got some different textures that they're exploring as well for the facade, which was really fabulous to see.

**Kathryn Hendy-Ekers** - Thanks.

**Natalie Dunne** - And Defining and resolving design concepts, again, we did try to include some really good examples of students that are doing environmental design that are looking at interior spaces and exterior. Previously, a lot of students don't do this very well as folio work, and these pages are really strong examples of exploded views, of having isometric conventions and plan views. So, even though students in the new study don't have to explore all of the Technical drawing specifications, if they're working within a field, they must address the ones that are outlined in the Technical drawing specification document. Kathy, did you want to elaborate on that at all?

**Kathryn Hendy-Ekers** - No, no, that's really important, Natalie, that having a look, there has been a change to what we are now calling fields of design practise. And you will see in the Study design, there's a lot of listing of what those are and to just thinking about the conventions of that field of design practise, which is exactly right. So, there is not that much emphasis, that such a strong emphasis on technical drawing conventions for each. So, we have some more here.

**Natalie Dunne** - Sorry, Kathy, just to go back to that other slide. The one on the right that Aidan did was a really good example of prototyping for the salt and pepper shaker using. I think it's, was it Play-Doh, Kathy? Is that Play-Doh?

**Kathryn Hendy-Ekers** - Yes, I think it's Play-Doh or some sort of air-dried clay, or,

**Natalie Dunne** - Plasticine, Yes.

**Kathryn Hendy-Ekers** - Plasticine clay, Yes.

**Natalie Dunne** - But again, he hasn't just used it, he's really explored how it fits together. And when you see his finals, you'll see how purposeful this development was.

**Kathryn Hendy-Ekers** - Thank you.

**Natalie Dunne** And again, Resolving design concepts. Emily's work here on the left, she actually did this as part of Generation of ideas. And I was going to put it in there as an example, because it is a brilliant example of Generation ideas within Unit 3, Outcome 3. Although I felt it was really good to put it in here just to show you that it would also be purposeful as an example of exploring materials, media and methods. So just reminding students, or teachers, that students can be, in folios, it's important not to be titling pages and that we can have materials, media and methods for Unit 3 Outcome 3, although if they have done it there and they don't do it for Unit 4, they can't be assessed as part of Unit 3. It has to be explored once they're developing the concepts as well. But that was a really strong page and we've got some lovely work here playing with collage and different collected items. And then on the right, you've got media exploration on the bottom, and looking at the cat in different views.

So that we're not just, if a student is designing a character or an animal, that they're looking at different views and the movement. So, they haven't just got a front view, that they're exploring different angles, which really elevate that folio page to a high level too. Thank you, Cathy. This is showing really good development of digital applications. And on the right, you can see they've also combined that with some lino printing. So just reminding students that they should be looking at digital and manual methods, materials, and media for development of concepts, but making it purposeful again. So not just doing it to tick a box, but thinking about when they're writing the brief, thinking about what materials, media and methods may be the focus for each presentation, but as they're going through the design process that could evolve or change again.

**Kathryn Hendy-Ekers** - Thanks, Natalie.

**Natalie Dunne** - And these are using design thinking models. Here's some examples for the final concepts. So, you can see that even though they've got a concept, they don't just come up with one idea, that you are pushing your ideas and looking at different materials, media and methods, and different possibilities for those concepts. So, on the first and the third page there, They're really good examples of that. And again, Aidan Maher's logo design, you can see how he hasn't just come up with one idea, but he's used Pooch to really think about pushing that idea further, and then choosing which one of those he's going to present. And in the middle there, you've got some really good examples of typography.

So, students are reminded that they don't, they can use manual typography and really encouraged to do that. We've seen some really good examples, Kathy, haven't we, of the manual typography in recent years, which is lovely to see.

**Kathryn Hendy-Ekers** - And just to remind people who might know, a 'Pooch' means 'problem, options, outcomes, and choices'. So, it's quite a good, structured design thinking process. So, there's some more refinement here, to particularly of an environmental design, and also a product. So, do you want to just explain these Natalie, and why they're great in terms of refinement? Yes.

**Natalie Dunne** - So, this page really impressed us when we're looking at the Top Design entries, because he has focused on targeted reflection for his minor wall. So, he has just done a little bit on that in his folio, he's really unpacked that problem and explored how he could resolve the issues that he had encountered. And when you read his annotations and look at the drawings there, he's really using purposeful development, and resolving it before he gets the model stage. So, a lot of students really struggle with doing folio work for Environment, but this is a really good example of how you can address different problems you come up with and for Environment. And mock-ups here, so again, really good to see that Felice is putting the logo design onto different presentation formats, so, thinking about how it's going to be viewed. And you can see she hasn't got one idea; she's really looking at which one that she's going to present for her pitch.

So, important that we're not just getting students to put all of these when they're doing their pitch, they should have one concept resolved for Presentation 1 and one for Presentation 2, not presenting a range of concepts like these here, Kathy, but selecting one so that they can get purposeful feedback from the pitch to do further refinement. And here we've got the Defining, and resolving design concepts, and documentation of how they've done that, and the feedback that they've collected, and then their reflections to target purposeful refinement within the folio. Thanks. Again, this one here, Kathy was really good on the left we can see Siena, she has selected on you can see she's ticked the one that she presented for the pitch, and then after her feedback she has shown how she's further developed it, and you can see how it evolves.

So, we really want to see in folios from the Generation of ideas. If this idea was generated for Unit 3, Outcome 3, we don't want to see just a better version of it at this stage of the pitch, but we want to see how it's evolved. And then after the pitch, we want to see how it's been renewed and moved further on through the design process. So, you can see, if we did have a look at her Unit 3, Outcome 3, her initial idea was a bit different is quite different to what it looks like here on the right. So, we want to remind teachers that students should be presenting a pitch and presenting a concept for the pitch, and then using the feedback to resolve it. And again, on the right is a really good example of a technical drawing that after feedback, Aidan has looked at how he could refine, further, refine that technical drawing, the presentation drawing. And that's a really good example how he's used red pen and made it really obvious with the corrections that he's going to make.

**Kathryn Hendy-Ekers** - Yes, so, he's actually annotated on an example, or a copy of his technical drawing. So, moving on to the final Area of Study, which is Unit 4, Area of Study 2. So, 'On completion of this unit, the student should be able to produce a design solution for each communication need defined in the brief and satisfy the specified design criteria'. So, you can see the Key Knowledge and Key Skills are quite short. It's the appropriate presentation format for those two distinct design solutions. The techniques to apply methods, materials, and media to deliver design solutions, the components of visual language. So again, you're looking at those terms that have been defined in the Study design, including design elements and principles, to address distinct communication needs specified in the brief and the visual language to communicate those solutions to stakeholders. So again, the word 'Stakeholders' is defined in the Terms of the study. So here we have two examples of presenting design solutions. Natalie, do you want to speak through these?

**Natalie Dunne** - Thank you, Kathy. Aidan Maher on the left there, I've mentioned his work all the way through, and we've had some really good examples and his pages are a good reminder that we're not alone. he's made it possible; he hasn't used titling. You can see they're really authentic working pages and he's got really strong final presentations as a result of that here. On the left you can see his prototyping he did earlier for salt, and pepper shakers, and that initial research page using the ergonomics looking at functionality and holding the existing salt and pepper shakers. How he has designed them, they're magnets, they come apart. They're very contemporary and a really strong resolution of a design problem.

So, a really good example for the new Study design, Kathy. And then his other presentation with his logo that he's applied to the cheese wrappers and the board, you can see how they are resolved. That has been resolved. And again, really purposeful thinking about the context that they've been placed on to. And on the right, Sasha's work, this page is really good because she's actually presented his poster in context. So, students and teachers are reminded that it's important that whatever presentation format they've stated in their brief, they should be presenting it in context. So, if you were doing wallpaper, you wouldn't just be presenting a poster, you would have to superimpose it as an example in the folio of how it would sit on a wall and how it would look.

**Kathryn Hendy-Ekers** - So just to remind you, in the Study design, you have the outline of the assessment tasks. So, that's where you start your planning from is having a look at the 3 Outcomes there, and what is required for each assessment task because the assessment criteria when they are released will be based on this list of tasks.

So, you can see for Unit 3, Outcome 3, it's researching using divergent and convergent thinking to identify and analyse a design problem, a brief that identifies two communication needs and develops design criteria, including purpose, context, audience, user characteristics, and design constraints, a generation of a range of ideas drawing on the design criteria documented in the brief. There's the presentation and critique of design ideas based on the client needs and criteria documented in the brief, deliver and respond to feedback using written reflective and critical evaluations. So, that's what you are requiring your students to do. You can give them that list of things to do and unpack it with them this year before the criteria for assessment is released. And then you can see for Unit 4, it's the folio of work presenting the development of design concepts for two distinct communication needs, the evaluating and testing, and resolution of those concepts. Devise and deliver a pitch, for one design concept for each of the two distinct communication needs.

So, you can see there have been some changes to the assessment task list. So again, in Unit 3, there is the inclusion of a critique. And then in Unit 4, you can see with the pitch that the student only has to do one design concept. Then Unit 4 is the presentation of those two final presentations in two separate presentation formats. So, you could see as Natalie was explaining, the salt and pepper shakers were one presentation and the board, and the cheese wrappers were another presentation. So, they can be combined in one image, but it needs to be really clear what those distinct presentations are. So, as we've said it's in two separate presentation formats that meet the communication needs and design criteria outlined in Unit 3 Outcome 3, so, in the brief, and then use of visual language and appropriate methods to communicate to an audience or users. So, if you need any further details or information, you can contact me. My details are on the screen there, but just be aware there are a whole lot of series of on-demand videos that cater for this study and for implementation. So, it would be a good idea to revisit and have a look at all of those to assist you. Thank you very much for viewing.

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