NCEA Design and Visual Communication Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

General Guidance

If students have an internet connection, there are several options for collaborative working available to them. They may be able to use video conferencing, the facilities of a cloud-based platform, or a learning management system.

Care must be taken when students are interacting online to ensure their safety.

This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

Standards that have a practical or digital component will need access to specialist equipment, tools, and materials. Many students are unlikely to have this access.

For standards that have a research component, access to information sources is required.

Supporting Evidence

Evidence for these standards could be collected in a number of ways, including:

- Using a camera to capture or record discussions with students, or to show modelling that helps explain their work – making short, focused video or audio recordings can offer alternatives for students.
- Adding annotations to explain images – this can include taking photographs of annotated images or printing an image and annotating digitally, then uploading to a platform for assessors to access.
- Video with voiceover using screen casting software to record student discussions or comments.
- Using e-portfolio platforms to collate digital evidence.

- Portfolio entries with documentation of design idea generation, development, thinking and planning via written comments and annotated images, to be viewed at a later date.

Evidence collated from research (and details of how this has informed the design development) should be succinct, rather than presenting large amounts of gathered research.

Design and Visual Communication Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 1	Level 2	Level 3
AS 92000 **1.1** Internal (5 credits) **Generate product or spatial design ideas using visual communication techniques in response to design influences** Where students have access to research materials and suitable equipment, this standard is suitable for distance learning and assessment using digital platforms such as learning management systems, video conferencing or online document sharing. Students could also create paper-based portfolios, to be submitted once the student returns to school. The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment, and Internal Assessment Activities give more guidance on the requirements. The evidence can be presented using any mode that clearly visually communicates the student's understanding and generation of ideas from design		

Level 1	Level 2	Level 3
influences that lead to product or spatial designs. Students may be able to receive feedback on the progression of their design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph visual evidence to upload. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support and guidance can be found in the in the exemplar documents on the NZQA Design and Visual Communication page, and the Teaching and Learning Guide on the NZGTTA subject association website.		
AS 92001 **1.2** Internal (5 credits) **Use representation techniques to visually communicate own product or spatial design outcome**		

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Where students have access to research materials and suitable equipment, this standard is suitable for distance learning and assessment using digital platforms such as learning management systems, video conferencing or online document sharing. Students could also create paper-based portfolios, to be submitted once the student returns to school. The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment, and Internal Assessment Activities give more guidance on the requirements. The evidence can be presented using any mode that clearly visually communicates the student's understanding and representation of their product or spatial design ideas. Students may be able to receive feedback on the progression of their design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph visual evidence to upload. For authenticity purposes, check points and verbal conferencing with students		

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during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found in the exemplar documents on the NZQA Design and Visual Communication page.		
AS 92002 1.3 External (5 credits) **Produce freehand sketches to communicate own design ideas** Where students have access to suitable equipment, this standard is suitable for remote learning. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.	**AS 91337** 2.30 External (3 credits) **Use visual communication techniques to generate design ideas** Where students have access to research materials and suitable equipment, this standard is suitable for distance learning using digital platforms such as learning management systems, video conferencing or online document sharing. Assessment is not suitable remotely. If the students are doing digital or mechanical drawings, they need access to T-squares or appropriate digital programs. The current Assessment Specifications will continue to apply.	**AS 91627** 3.3 External (4 credits) **Initiate design ideas through exploration** Where students have access to research materials and suitable equipment, this standard is suitable for distance learning using digital platforms such as learning management systems, video conferencing or online document sharing. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.
AS 92003 1.4	**AS 91338** 2.31	**AS 91628** 3.31

Level 1	Level 2	Level 3
External (5 credits)	External (4 credits)	Internal (6 credits)
Use instrumental drawing techniques to communicate own product or spatial design outcome	**Produce working drawings to communicate technical details of a design**	**Develop a visual presentation that exhibits a design outcome to an audience**
This standard is suitable for remote teaching and learning if students have access to the equipment (e.g. T-square) and/or the technology (e.g. CAD programs) required. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.	This standard is suitable for remote teaching and learning if students have access to the equipment (e.g. T-square) and/or the technology (e.g. CAD programs) required. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.	This standard requires presentation of selected work previously completed by the student, and may require specialist equipment.

It is suggested that this standard be assessed once students have completed suitable work and have access to specialist equipment and the exhibition environment.

Students may be able to receive feedback on the progression of their design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph their sketches to upload.

For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. |

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		Further support can be found in the assessment resources on TKI and in the clarifications and exemplar documents on the NZQA Design and Visual Communication page.
	AS 91339 2.32 External (3 credits) **Produce instrumental perspective projection drawings to communicate design ideas** This standard is suitable for remote teaching and learning if students have access to the equipment (e.g. T-square) and/or the technology (e.g. CAD programs) required. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.	**AS 91629** 2.32 Internal (6 credits) **Resolve a spatial design through graphics practice** Where students have access to research materials and suitable equipment, this standard is suitable for distance learning and assessment using digital platforms such as learning management systems, video conferencing or online document sharing. Students could also create paper-based portfolios, to be submitted once the student returns to school. Students may be able to receive feedback on the progression of their design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph their sketches to upload. For authenticity purposes, check points and verbal conferencing with students

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		during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found in the assessment resources on TKI and in the clarifications and exemplar documents on the NZQA Design and Visual Communication page.
	AS 91340 **2.33** Internal (3 credits) **Use the characteristics of a design movement or era to inform own design ideas** Where students have access to research materials and suitable equipment, this standard is suitable for distance learning and assessment using digital platforms such as learning management systems, video conferencing or online document sharing. Students could also create paper-based portfolios, to be submitted once the student returns to school. Students may be able to receive feedback on the progression of their	**AS 91630** **3.33** Internal (6 credits) **Resolve a product design through graphics practice** Where students have access to research materials and suitable equipment, this standard is suitable for distance learning and assessment using digital platforms such as learning management systems, video conferencing or online document sharing. Students could also create paper-based portfolios, to be submitted once the student returns to school. Students may be able to receive feedback on the progression of their design thinking by using digital

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	design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph their sketches to upload. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found in the assessment resources on TKI and in the clarifications and exemplar documents on the NZQA Design and Visual Communication page.	collaboration tools with their teacher. Students could scan and/or photograph their sketches to upload. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found in the assessment resources on TKI and in the clarifications and exemplar documents on the NZQA Design and Visual Communication page.

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	AS 91341 2.34 Internal (6 credits) **Develop a spatial design through graphics practice** Where students have access to research materials and suitable equipment, this standard is suitable for distance learning and assessment using digital platforms such as learning management systems, video conferencing or online document sharing. Students could also create paper-based portfolios, to be submitted once the student returns to school. Students may be able to receive feedback on the progression of their design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph their sketches to upload. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.	**AS 91631** 3.34 External (6 credits) **Produce working drawings to communicate details for a complex design** This standard is suitable for remote teaching and learning if students have access to the equipment (e.g. T-square) and/or the technology (e.g. CAD programs) required. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply. Students may be able to receive feedback on the progression of their design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph their sketches to upload. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

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	Further support can be found in the assessment resources on TKI and in the clarifications and exemplar documents on the NZQA Design and Visual Communication page.	Further support can be found in the assessment resources on TKI and in the clarifications and exemplar documents on the NZQA Design and Visual Communication page.
	AS 91342 **2.35** Internal (6 credits) **Develop a product design through graphics practice** Where students have access to research materials and suitable equipment, this standard is suitable for distance learning and assessment using digital platforms such as learning management systems, video conferencing or online document sharing. Students could also create paper-based portfolios, to be submitted once the student returns to school.	

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	Students may be able to receive feedback on the progression of their design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph their sketches to upload. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found in the assessment resources on TKI and in the clarifications and exemplar documents on the NZQA Design and Visual Communication page.	
	AS 91343 **2.36** Internal (4 credits) **Use visual communication techniques to compose a presentation of a design** This standard requires presentation of selected work previously completed by the student and may require specialist equipment.	

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	It is suggested that this standard be assessed once students have completed suitable work and have access to specialist equipment. Students may be able to receive feedback on the progression of their design thinking by using digital collaboration tools with their teacher. Students could scan and/or photograph their sketches to upload. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found in the assessment resources on TKI and in the clarifications and exemplar documents on the NZQA Design and Visual Communication page.	