**Understanding the design folio**

The design folio that students must produce has six elements:

1. a design brief
2. evaluation criteria
3. a design plan
4. a timeline and individual production plans
5. records of production work
6. an evaluation report.

## The design brief

The design brief:

* + clearly defines the context, aims and intentions of a new product
  + includes specifications – considerations and constraints – that need to be taken into account when making decisions in relation to the design of the new product
  + must be a problem that the student will attempt to solve
  + must be developed and written by the student (not by the teacher)
  + must allow students to demonstrate key knowledge and skills.

Specifications are the issues or barriers that have been identified in the brief. They will need to be addressed when working through the design process.

‘Considerations’ are flexible restrictions – issues or aspects that need to be taken into account when planning a product.

‘Constraints’ are restrictions, over which the designer has little control, that affect the development of the product. There is no word limit on the length of the design brief.

## Evaluation criteria

Evaluation criteria:

* + must be written before the product or food items are made
  + must be specifically related to the design brief
  + should be a set of open-ended questions that need more than yes or no as an answer
  + need to be well-written and clearly expressed.

Students should write clear and in depth responses to evaluation questions. These responses form part of the evaluation component of the task after all the food items have been made.

The VCAA has a PowerPoint presentation ‘In the beginning – Developing an effective School-assessed Task design brief’ available at [www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html](http://www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html)