

# Higher National Graded Unit Specification

## General Information for Centres

This Graded Unit has been validated as part of the HNC Computer Arts and Design. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit Title:** Computer Arts and Design: Graded Unit 1

**Graded Unit Code:** DX3K 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Computer Arts and Design:

- ◆ develop a creative process
- ◆ develop specialist and transferable skills
- ◆ develop knowledge of the interdisciplinary connections between specialist areas
- ◆ develop awareness of the cultural and industrial context in which Computer Arts and Design functions
- ◆ develop professional standards and production values
- ◆ develop project management skills
- ◆ apply communication skills and presentation techniques to a high standard
- ◆ prepare for progression to employment or further study

Candidates will prepare and present a finished Computer Arts and Design product and portfolio of work. This could be used in a job application or interview situation for either employment or further study. The work necessary to complete this assignment should demonstrate the candidate's creativity and self-motivation and synthesise knowledge and skills acquired throughout the *HNC Computer Arts and Design* course.

## General Information for Centres (cont)

**Recommended Prior Knowledge and Skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ DM0V 34 Creative Industries: An Introduction
- ◆ DV60 34 Digital Imaging
- ◆ DV5R 35 Art and Design Context
- ◆ DV96 34 Development Drawing
- ◆ DV5W 35 Art and Design Project

and at least two of:

- ◆ DW9L 34 Computer Arts and Design: Scriptwriting
- ◆ DW9N 35 Computer Arts and Design: Theory and Practice
- ◆ DW9M 35 Computer Arts and Design: Technologies

**Core Skills:** The achievement of this Unit gives automatic certification of the following: Problem Solving at SCQF level 5. There are also further opportunities to develop the Core Skills of Working with Others, IT and Communication in this Unit.

**Assessment:** This Graded Unit will be assessed by the use of a Practical Assignment. The developed “fleshed-out” assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

This Graded Unit should be undertaken on an individual basis, although this can involve the management/direction of others where required, ie a technical production crew or acting/voice talent. Candidates should be encouraged to develop an appropriate project that involves them utilising the knowledge and skills required to support the planning, organisation and development of a Computer Arts and Design product. Candidates are required to undertake the necessary pre-production and production tasks required to help realise the practical project. Assessment is not only concerned with practical activities, and should provide candidates with the opportunity to demonstrate creative, interpersonal and management skills.

## Administrative Information

**Graded Unit Code:** DX3K 34

**Graded Unit Title:** Computer Arts and Design: Graded Unit 1

**Original date of publication:** July 2006

**Version:** 03 (September 2007)

### History of Changes:

Version	Description of change	Date
02	The achievement of this Unit gives automatic certification of the following: Problem Solving at SCQF level 5.	01/05/07
03	Purpose — bullet point added. Conditions of assessment change to paragraph 2. Instructions bullet point added to first and second sets. First paragraph wording added. Bullet point on first set added. Guidance on grading bullet point added to A & C. Wording from 'Evidence Requirements' to 'would be appropriate' deleted and replaced. Stage 2 bullet point added. Stage 3 last bullet point of Set 1 deleted. Word 'project' added and bullet point added to second set. Recommend Prior Skills and Knowledge — additional info.	

**Source:** SQA

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## **Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates**

**Graded Unit Title:** Computer Arts and Design: Graded Unit 1

### **Conditions of Assessment**

The candidate should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. However it is recognised that the art and design process is not always linear, therefore finally assessment should be made on completion of all three stages.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc is carried out in other establishments or under the supervision of others, the candidate does not receive undue assistance.

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ creativity
- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ complete a creativity task
- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

## Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

The project must involve a practical assignment culminating in a finished product/artefact and or a project solution, and candidates should demonstrate the application of skills and knowledge that fall within the context of Computer Arts and Design. The brief should allow a degree of choice in the way a project is taken forward so that a candidate can devise a project that reflects their interests and personal strengths.

The candidate will be asked to:

- ◆ interpret a brief
- ◆ gather information in response to the brief
- ◆ submit a proposal demonstrating the ability to synthesise research into creative solutions
- ◆ produce a product to an acceptable standard
- ◆ evaluate the success of the product and their management of the project

The most appropriate approach to the project is one that requires candidates to integrate the knowledge and skills learnt on the course. The candidate should be asked to consider diverse and creative solutions to the brief and submit a proposal that they can realistically develop to a finished product within the available timescale and resources available to them.

The project consists of three stages: **planning**; **developing**; and **evaluating**. Work on the *developing* stage should not proceed until the *planning* stage is satisfactorily completed.

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

A	C
<b>Planning — Analysis of requirements and development of strategy</b>	
<ul style="list-style-type: none"> <li>◆ Strategic thinking</li> <li>◆ Skill in overcoming difficulties</li> <li>◆ Self directed</li> <li>◆ Presented to a high standard</li> </ul>	<ul style="list-style-type: none"> <li>◆ Critical and evaluative approach</li> <li>◆ Ability to handle difficulties</li> <li>◆ Self directed</li> <li>◆ Presented clearly</li> </ul>
<b>Developing — Implementation of plan and management of the task</b>	
<ul style="list-style-type: none"> <li>◆ Very effective throughout</li> <li>◆ Seamless integration</li> <li>◆ Exceptional level of skill</li> <li>◆ To high professional standard</li> <li>◆ Has impact</li> <li>◆ Very well presented</li> <li>◆ Exceptional creativity</li> </ul> <p>Exceptional application of practical skills</p>	<ul style="list-style-type: none"> <li>◆ Generally effective</li> <li>◆ Course skills integrated</li> <li>◆ Practical competence</li> <li>◆ Awareness of industry standards</li> <li>◆ Presented to an acceptable standard</li> <li>◆ Creativity</li> </ul> <p>A competent piece of work which meets basic criteria</p>

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Evaluating — Effectiveness of approach taken at all stages	
<ul style="list-style-type: none"> <li>◆ Criteria used effectively</li> <li>◆ Critical analysis of original plan</li> <li>◆ Critical analysis of management</li> <li>◆ Conclusions/ recommendations show insight and focus</li> <li>◆ Evidence used effectively</li> </ul>	<ul style="list-style-type: none"> <li>◆ Criteria identified</li> <li>◆ Original analysis checked</li> <li>◆ Reference to difficulties</li> <li>◆ Conclusions with recommendations</li> <li>◆ Supporting evidence provided</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this graded unit based on the following grade boundaries.

- A = 70% — 100%
- B = 60% — 69%
- C = 50% — 59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning	<p>A proposal document and/or presentation displaying:</p> <p><b>Project</b></p> <ul style="list-style-type: none"> <li>◆ Evidence of analysing the requirements of the project, by setting objectives and identifying all the key factors affecting the project</li> <li>◆ Evidence of selecting, justifying and developing a strategy for managing the practical task, taking into account key factors, including the resources and time available, and based on the analysis undertaken</li> <li>◆ Evidence of identifying a wide range of resources required to carry out the project, including sources of information, people and equipment</li> </ul> <p>Specific evidence, written and/or oral evidence, showing the application of:</p> <ul style="list-style-type: none"> <li>◆ research and analytical skills</li> <li>◆ critical and evaluative thinking</li> <li>◆ Self-directed learning</li> </ul> <p>Minimum written evidence: 500 words</p> <p>Minimum oral evidence: five minutes material recorded on audio or video tape</p> <p><b>Maximum mark allocation: 15 marks</b></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing	<p>Evidence of the candidate carrying out the project, implementing the plan and managing the practical task in the form of product evidence which shows:</p> <ul style="list-style-type: none"> <li>◆ evidence application of practical skills</li> <li>◆ effective application of problem-solving skills</li> <li>◆ evidence application of creative thinking</li> <li>◆ effective presentation techniques</li> <li>◆ awareness of industry standards</li> <li>◆ effective integration of interdisciplinary skills in specialist areas</li> </ul> <p>The candidate must produce a finished project/artefact or solution to the given brief which demonstrates the following:</p> <ul style="list-style-type: none"> <li>◆ Creative skills in a vocational area of Computer Arts and Design</li> <li>◆ Technical skills and knowledge in a vocational area of Computer Arts and Design</li> </ul>

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

<p>Stage 2 — Developing (cont'd)</p>	<ul style="list-style-type: none"> <li>◆ Project management skills in a vocational area of Computer Arts and Design</li> <li>◆ Meet the requirements of the brief</li> </ul> <p>A written and visual record of the process underpinning the activity should be contained in an annotated sketchbook or workbook which consists of the following:</p> <ul style="list-style-type: none"> <li>◆ The project plan.</li> <li>◆ Research.</li> <li>◆ A development process.</li> <li>◆ A range of alternative project solutions.</li> <li>◆ A creative process.</li> <li>◆ Mentoring feedback.</li> </ul> <p><b>Maximum mark allocation: 70 marks</b></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
<p>Stage 3 — Evaluating</p>	<p>An evaluation of the effectiveness of the approach taken to all stages of the practical activity that considers:</p> <ul style="list-style-type: none"> <li>◆ the analysis of the task</li> <li>◆ the planning and organisation of the project</li> <li>◆ carrying through of the plan to completion</li> </ul> <p><b>Project</b></p> <p>Specific evidence: a written and/or oral evaluation report that includes:</p> <ul style="list-style-type: none"> <li>◆ identification of criteria on which the evaluation is based</li> <li>◆ examination of the effectiveness of the original analysis and objectives</li> <li>◆ reference to any difficulties overcome during the course of the project</li> <li>◆ identify strategies for future development</li> <li>◆ detailed evidence to support all aspects of the evaluation</li> </ul> <p>Minimum written evidence: 500 words</p> <p>Minimum oral evidence: five minutes material recorded on audio or video tape</p>



Stage 3 — Evaluating (cont'd)	
	<p><b>Maximum mark allocation: 15 marks</b></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: **[www.sqa.org.uk](http://www.sqa.org.uk)**.