

## Higher National Unit specification

### General information for centres

**Unit title:** Art Practice: Collaborative Project

**Unit code:** F1CN 34

**Unit purpose:** This Unit is designed to raise candidates' awareness of the possibilities, considerations and potential benefits of involving others in the creative process and the opportunities that may result. Candidates will have the opportunity to combine their own skills with those of a peer group or with other chosen parties as they respond to a brief. Candidates will be encouraged to adopt a collaborative approach in carrying out analysis, research, concept development, practical experiments and finished artwork to a brief.

On completion of the Unit the candidate should be able to:

- 1 Present a personal profile and identify individual abilities within a group.
- 2 Develop a group strategy for a creative activity.
- 3 Participate in the development and completion of a collaborative project.

**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.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. It would be beneficial if candidates had completed Higher Art, Higher English and NQ Units in Art or Design or had similar level of qualifications or experience. It would be advantageous if candidates had good communication skills and prior experience of group activity.

**Core Skills:** There are opportunities to develop the Core Skill of Working with Others at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit can be taught as a stand-alone Unit, however there is scope for integration with one or more Units in the Contemporary Art Practice Group Award.

**Assessment:** This Unit could be assessed by:

- Outcome 1: The production of a personal and group profile (written/visual/oral).
- Outcome 2: Research evidence and evidence of a developed group strategy for a creative activity.
- Outcome 3: An activity based around a group strategy and evaluation of this to tutor/peer group.

## **Higher National Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Present a personal profile and identify individual abilities within a group

#### **Knowledge and/or Skills**

- ◆ Identification of key skills.
- ◆ Effective communication.
- ◆ Presenting information.

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ deliver a clear personal profile to the collaborative group/team
- ◆ identify individual skills/qualities within a group/team
- ◆ detail specific skills/qualities each collaborator can bring to the process

Evidence should be presented as a personal profile in any suitable format. This should be supported by a written or oral description of the perceived skills/qualities of individual group members, detailing the potential contribution of each individual.

#### **Assessment Guidelines**

Candidates should achieve this Outcome before undertaking Outcome 2.

Evidence could be recorded in digital, written or visual form. A checklist or questioning may be used to provide supporting evidence.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Art Practice: Collaborative Project

### **Outcome 2**

Develop a group strategy for a creative activity

#### **Knowledge and/or Skills**

- ◆ Requirements of a brief
- ◆ Discussion/research
- ◆ Identification of key issues and actions required
- ◆ Integration of skills and ideas
- ◆ Time management

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can, in response to a brief for a collaborative creative activity:

- ◆ interpret the brief
- ◆ gather research material from a variety of sources
- ◆ explore individual and collaborative approaches
- ◆ identify individual responsibilities, key issues and timescales in relation to the brief
- ◆ produce a team strategy

Evidence for the proposed activity/collaboration should be presented as a written summary or a visual response.

Research evidence should be presented as a sketchbook/workbook/folio or log.

#### **Assessment Guidelines**

Research material, produced in response to the brief, could contain evidence such as photographs, film, video, recordings, interviews, etc and may also be carried out in preparation for, and as part of, collaborative activity.

Each participant should be aware of the team strategy. This may be demonstrated by an interim group/team presentation of the strategy to class tutor and/or peer group.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Art Practice: Collaborative Project

### **Outcome 3**

Participate in the development and completion of a collaborative project

#### **Knowledge and/or Skills**

- ◆ Planning and co-ordinating creative activity
- ◆ Communication
- ◆ Documentation
- ◆ Evaluation
- ◆ Experience of process
- ◆ Individual time management

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ demonstrate a clear understanding of their personal role within the team
- ◆ produce a creative response to the brief using the agreed team strategy
- ◆ communicate within the team to monitor progress
- ◆ take individual responsibility to assist in progressing the project
- ◆ document the progress of the development of the project
- ◆ give an account of their participation in the project
- ◆ evaluate the strengths and weaknesses of the process of collaboration
- ◆ suggest improvements that could be made

Evidence should be presented in the form of a visual/oral/written log detailing the progress of the project, supported by records/recordings of team meetings and activities.

The evaluation should be presented to the tutor/peer group in any suitable format.

#### **Assessment Guidelines**

Candidates should keep a record of their own activity, ideally in a log or diary, with supporting visual material. The logbook could also contain evaluation of the process. This may be the most suitable form of assessment if integrative delivery with another Unit is being considered.

The tutor may wish to monitor progress and this could be done by regular team meetings which could be minuted.

It is strongly recommended that the project be visually documented in some form throughout by at least one member of the group. Any documentation could be used as part of final presentation to the group and/or class tutor. Groups/participants should be assessed on the coordination and integration of each member of the group throughout the activity. Documentation could be in the form of photographic/video evidence.

An observation checklist could be used to ensure all aspects contained within the knowledge and skills have been covered.

## Administrative Information

**Unit code:** F1CN 34  
**Unit title:** Art Practice: Collaborative Project  
**Superclass category:** JB  
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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## Higher National Unit specification: support notes

### Unit title: Art Practice: Collaborative Project

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is designed to raise candidates' awareness of the possibilities, considerations and potential benefits of working with others in the creative process and the opportunities that may result. It is expected that candidates would work with their peer group, although external collaboration is also possible.

For **Outcome 1** candidates could deliver a profile of themselves to their group/team, presenting their personal qualities and key skills. This could be supported by written material and/or images and use of symbolism, poetry, photographs and collage.

Candidates would then work with other team members, using this information to assess the potential abilities/qualities of each person, in order to produce a team profile. Flexibility and the ability to identify opportunities within group/team should be encouraged.

For **Outcome 2** the tutor could discuss with candidates strategies for planning and recording the collaborative activity. Candidates should be encouraged to undertake both personal and collaborative research using a wide variety of sources, including visits and discussions. Forms of research such as photography, film, video, recordings, interviews etc may also be carried out in preparation for, and as part of, collaborative activity. An annotated visual display could be presented as evidence of the research gathered, as this is a format that can be used to stimulate discussion within the group. The final proposed strategy could be presented in a similar way.

Each participant should be fully aware of the final agreed team strategy. This may be assisted by an interim group/team presentation of the strategy to class tutor and peer group that clarifies roles and issues and gives opportunities for discussion.

For **Outcome 3** regular communication should be encouraged and recorded by the candidates, ideally in a diary or logbook, noting conversations, agreements and minutes from group meetings. The team could also produce interim reports outlining progress. The tutor may also wish to monitor progress through regular team meetings that should be minuted.

The process may also be documented using film or video that could clearly show the group process, initial discussions, and planning.

Candidates should make individual presentations to the group or tutor, supported by annotated photographic display board or a work book/diary with visual images/photographs and annotations, etc. Where the collaboration is presented as an artwork, documentation in the form of a short film, video, animation or performance by those involved could be given.

It is recommended that each person involved in the collaboration should be given the opportunity to give a brief account of his or her experience throughout the process. A group discussion could provide a focus for class discussion and comparison of projects and approaches.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Art Practice: Collaborative Project

### **Guidance on the delivery and assessment of this Unit**

This Unit has been developed as part of the HND Contemporary Art Practice Group Award. It is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. Opportunities may be taken to link or integrate with other aspects of the Course and a thematic approach adopted for both delivery and assessment.

Encouraging group activity through team building exercises would enhance the delivery of this Unit. These could incorporate situations requiring trust, delegation, partner support, communicating the views of others, problem solving, planning and organisational and physical activity.

Candidates should be made aware of skills associated with effective communication, the ability to listen to others, as well as put across their own views. They should discuss the benefits and value of differing opinions and what these can bring to the creative process.

Collaboration is a way of working which is appropriate for many creative projects and candidates should be encouraged to thoroughly explore the scope for this within the brief and assess their own abilities within the context of a group approach. The personal profile should be used as an opportunity to present each candidate's personal characteristics, positive as well as negative, and key skills. Collaborations should be between three or more people.

The collaborative project should be assessed holistically, ensuring that each candidate has demonstrated a collaborative approach and has applied knowledge and skills to the project presented. Assessment may be linked with another project if it is incorporated as part of an integrated project.

The tutor should ensure that the amount of evidence generated by the candidate equates to the hours of study allocated for the Outcomes.

#### ***Opportunities for developing Core Skills***

Candidates are assessed on their collaborative team working skills in the context of a creative project. Candidates examine and consolidate underpinning knowledge on all the factors affecting and facilitating communication and working relationships within a group environment. A number of complex tasks are negotiated and agreed as ideas on Art and Design related issues are discussed and formally recorded. Candidates should be advised on verbal and non verbal techniques to provide and seek information, anticipate the needs of others and provide support accordingly. Supportive working might include offering encouragement, sharing resources, modifying behaviour to meet the needs of different situations, and dealing with disagreement sensitively. Each candidate should select criteria for identifying their personal strengths and weaknesses, and gather information on their own contribution to the task; they should be able to make an overall assessment of how they acted to improve overall group performance and from this suggest a strategy for enhancing their future contribution to effective group working. Each participant should:

- ◆ analyse the task and identify the elements comprising the task
- ◆ negotiate the nature and scope of goals, roles and responsibilities taking account of all resources including strengths and weaknesses of individuals
- ◆ negotiate rules for effective management of the group
- ◆ use working methods consistent with available resources

## Higher National Unit specification: support notes (cont)

**Unit title:** Art Practice: Collaborative Project

- ◆ demonstrate and explain to others
- ◆ fulfil their own roles and responsibilities
- ◆ review and evaluate their own contribution with justification, supporting conclusions with evidence

### Open learning

The practical nature of parts of this Unit would make it difficult to deliver via open learning. Although parts of this Unit could be delivered by distance learning, it would require a considerable degree of planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

### 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 Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## General information for candidates

### Unit title: Art Practice: Collaborative Project

This Unit will give you experience of working with others in the creative process. It will highlight the possibilities and benefits of working collaboratively. You will have the opportunity to combine your own skills with those of a group as you respond to a brief for a creative project.

In **Outcome 1** you will:

- ◆ Deliver a 'profile' of yourself to your group/team
- ◆ Identify individual skills/qualities within your group/team
- ◆ Work with team members

In **Outcome 2** you will:

- ◆ Interpret a brief for a collaborative creative activity
- ◆ Gather research material
- ◆ Explore individual and collaborative approaches to a creative activity
- ◆ Decide how you can work together in response to the brief and develop a strategy that outlines the group/team approach

In **Outcome 3** you will:

- ◆ Take an active part in the collaborative project that you have planned
- ◆ Communicate frequently with your team throughout project
- ◆ Carry out your agreed role and responsibilities and help to bring the project to completion
- ◆ Document the progress of the project and the part that you take in it
- ◆ Present your personal view of the collaborative project
- ◆ Evaluate the process of collaboration and suggest improvements that could be made