

## Higher National Unit specification

### General information for centres

**Unit title:** Art and Design: Presentation

**Unit code:** F1H3 35

**Unit purpose:** This Unit is designed to introduce students to the process of planning, preparing and analysing the presentation of a selection of their own work. The presentation may be in any format that is appropriate to the candidate's chosen area of specialism.

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

- 1 Research and plan the stages of a presentation.
- 2 Implement and record the main stages of the presentation.
- 3 Analyse and evaluate the effectiveness of the presentation.

**Credit points and level:** 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8\*)

*\*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 is recommended that students have a body of work in a range of art and/or design areas that may have been produced either wholly or in part in other Units, or a similar level of qualification or experience.

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving, Working with Others, Information Technology and Communication at SCQF level 6 and Numeracy at SCQF level 5 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.

**Assessment:** The assessment for this Unit should be assessed by three assessment events, as progression between Outcomes is dependant on success in the previous Outcome.

Due to the nature of this Unit holistic assessment may not be suitable. A combination of formative and summative assessment is recommended.

## **General information for centres (cont)**

The majority of the time should be dedicated to Outcome 2 this being where the main body of work will be generated.

The tutor should authenticate any assessment evidence produced out with controlled conditions.

## 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

Research and plan the stages of a presentation

#### Knowledge and/or Skills

- ◆ Research
- ◆ Constraints & opportunities
- ◆ Analysis skills
- ◆ Action planning
- ◆ Selection of work
- ◆ Safe working practices

#### Evidence Requirements

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

- ◆ Collect evidence which identifies the features of the site/situation/organisation/institution for the presentation
- ◆ Consider location, size, scale of work, number of pieces of work, equipment & materials, availability and suitability
- ◆ Identify activities involved in carrying out the task
- ◆ Prepare an action plan which includes deadlines for all stages of the task and takes into consideration safe working practices
- ◆ Select a body of work that reflects the candidate's ability to edit and show work to its best advantage

Evidence should be presented in the form of an action plan and proposal for the carrying out of the presentation. This could be in oral, written or digital form, supported by any research evidence gathered.

#### Assessment Guidelines

The style or type of presentation could be determined by either the tutor or candidate and might take the form of a portfolio presentation, an exhibition, an installation or a digital presentation, for example, which showcases the candidate's creative abilities.

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

### Unit title: Art and Design: Presentation

Assessment could take the form of a short interview where the student would, with the help of supporting visual information, outline their proposal and present an action.

A checklist may be used by the tutor to ensure all aspects such as completion, selection and preparation of work for presentation, publicity of event (if appropriate), presentation, duration, dismantling of presentation (where appropriate) have been addressed. Issues such as Health & Safety legislation, financial constraints and contact with outside agencies should be included if appropriate.

### Outcome 2

Implement and record the main stages of the presentation

#### Knowledge and/or Skills

- ◆ Time Management
- ◆ Recording
- ◆ Equipment
- ◆ Materials
- ◆ Presentation process
- ◆ Health and safety considerations

#### Evidence Requirements

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

- ◆ Present/display a body of work that meets all requirements of the site or situation
- ◆ Manage time to meet timelines specified in the action plan
- ◆ Keep a record of progress with reference to targets/deadlines set
- ◆ Use materials and equipment safely and effectively
- ◆ Present work that shows consideration of the location and purpose of the presentation

The evidence for this Outcome should take the form of a presentation/display of the selected work in any suitable format, accompanied by information with visual references that records the progress of presentation in either an oral/written form.

#### Assessment Guidelines

The assessment of this Outcome could take the form of a presentation of the selected work in any suitable format such as a paper or digital portfolio, CD/DVD, exhibition or display, web page, e-mail, installation or event or any other suitable format.

Candidates could present accompanying information individually or as part of a group in a group presentation. Alternatively candidates could submit a log/diary recording their progress.

A checklist could be used by the tutor to ensure all aspects contained within the knowledge and skills section have been addressed.

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

**Unit title:** Art and Design: Presentation

### **Outcome 3**

Analyse and evaluate the effectiveness of the presentation

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

Critical analysis and evaluation

Effective time management

Strengths and weaknesses

Recommendations

#### **Evidence Requirements**

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

- ◆ Critically analyse and evaluate the creative impact of the presentation
- ◆ Measure the success of the presentation in terms of time management and organisation
- ◆ Measure the success of the presentation against identified targets
- ◆ Identify strengths and weaknesses
- ◆ Make recommendations to improve the effectiveness of presentation

Evidence should be in the form of a written/oral report, with visuals if appropriate.

#### **Assessment Guidelines**

A checklist or recording should be used by the tutor to ensure all aspects contained within the knowledge and skills section have been addressed.

## Administrative Information

**Unit code:** F1H3 35

**Unit title:** Art and Design: Presentation

**Superclass category:** JA

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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 and Design: Presentation

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 80 hours.

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

This Unit can be delivered as part of any art and design course. There is scope for the tutor to direct teaching in a way that is most appropriate to the resources and opportunities available within the centre.

This Unit is designed to offer students the opportunity to present their work in a range of different ways. Tutors or candidates could select the most appropriate format. Candidates should develop the skills to plan, organise and carry out a presentation of their work, either on their own or as part of a group. They will also develop the skills to analyse and evaluate the process in a meaningful way.

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

This Unit has been developed as part of the HNC/D Art and Design 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.

This Unit could be delivered using any format as a method of presentation: a paper or digital portfolio, CD/DVD, exhibition or display, installation, or event, web page, e mail, gallery exhibition; on line exhibition; e folio; digital presentation or any other appropriate or innovative format that can best showcase the creative work of candidates.

Outcome 1 could involve a visit to a site and the photographic and tape/written recording of observations/findings. Candidates could work from predetermined criteria such as folio guidelines from an HEI, from a job spec or from a set brief. It may be possible to integrate this with the practical assessment of another art and design Unit.

The action plan may take any form — a wall chart (group activity), timetable of deadlines, a diary, a digitally recorded plan, for example, but must give deadlines for all key stages of the project.

The amount of work required for presentation could vary widely depending on the site/situation, but should be chosen carefully with the location and purpose of the presentation in mind.

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

As they plan, prepare and display a presentation of their work, candidates will naturally enhance their Problem Solving skills. Action planning will require in depth research and critical thinking on aspects of purpose, site and situation as aims and specific objectives are formally established, recorded and worked towards. Candidates must analyse and take account of all relevant issues, including timescales, health and safety requirements, equipment and available resources.

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

### Unit title: Art and Design: Presentation

Accessing and evaluating a range of web-based current information on all these aspects of presentation should enable them to identify practical approaches and retain personal creativity. A record of activities should illustrate, analyse and justify approaches taken to limitations and restrictions. All aspects of the process will be fully evaluated and used to recommend techniques for future working.

There may be practical opportunities to foster skills in co-operative working and communicating as candidates prepare for the presentation. Working with a range of others to complete tasks they could negotiate goals, roles and responsibilities and devise working methods to maximise available resources. Discussion should demonstrate the use of effective verbal and non-verbal techniques, including the ability to present materials professionally and provide confident, in depth responses to comments or questions from others. Accuracy, good presentation and use of appropriate media will be critical in the production of supporting and any publicity materials; suitable software should be accessible. Selection of an innovative presentation format such as a digital portfolio, CD/DVD, web page, on line exhibition; e-folio; digital presentation could further encourage significant development of technology skills.

In some situations candidates may benefit from formative opportunities to further develop their abilities to understand, analyse and apply numerical and graphic data, in terms of managing budgets, resources and exhibition facilities. Access to dedicated software packages or on-line tutorials to enhance Numeracy skills may be useful.

### Open learning

Because of the practical nature of this Unit, delivery by Open learning is not recommended. 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 and Design: Presentation

This Unit will allow you to plan, undertake, review and evaluate the presentation of a selection of their own work. The presentation may be in any format that is suitable for your chosen area of specialism within art and design. In most instances, your tutor will identify the format.

Having identified the type of presentation that you will undertake, you will then research and plan the stages of a presentation, taking into consideration the type of presentation that you are going to make, where and when it will be made and for what purpose.

In Outcome 2 you will implement and record the main stages of the presentation. Having planned the way that you will go about putting together your presentation, you will now follow that plan and carry out the presentation of your creative work. You will keep a record of your progress as you do this.

Finally, in Outcome 3 you will analyse and evaluate the effectiveness of your presentation, reflecting on your choice of creative work and how well it suited the time, place, method and purpose of the presentation. You will look at areas of strength and weakness and suggest possible changes that you think could be made to improve future presentations.

The Unit may also provide you with opportunities to develop a number of Core Skills, which could include Problem Solving, oral/written Communication, and IT skills.