Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HND 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 2

Graded Unit code: F1HB 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

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 National 1 to Doctorates.

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

♦   To develop creative skills within the concept of computer Arts and Design.
♦   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 which enable candidates to conduct independent project work involving the integration and application of a variety of computer arts and design skills within a determined time scale.
♦   To develop a range of specialist technical skills and knowledge in the use of computer arts and design strategies, tool and applications.
♦   Apply communication skills and presentation techniques to a high standard.
♦   To prepare candidates for employment in Computer Arts and Design or New Media industries.

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 HND 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:

- F1EY 35   *Computer Art and Design: Professional Studies*
- DX31 35   *Developmental Drawing Portfolio*
- F1D8 35   *Art and Design: Advanced Project*

and at least one of:

- F1GX 35   *Art and Design: Group Work*
- F1EC 35   *Computer Arts and Design: Advanced Software Applications*

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Information Technology, Working with Others, Numeracy and Communication at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: This Graded Unit will be assessed by the use of a Practical Assignment. The 'fleshed-out' assignment should provide the candidates with the opportunity to produce evidence that demonstrates they have met the aims of the Group Award that this Graded Unit covers.

This Graded Unit should be undertaken on an individual basis, although this can involve the management/direction of others where required, ie 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: F1HB 35

Graded Unit title: Computer Arts and Design: Graded Unit 2

Original date of publication: August 2007

Version: 04 (July 2018)

History of changes:

Version	Description of change	Date
04	Update to Conditions of Assessment.	Jul 18
03	Changed Recommended Prior Knowledge and Skills unit from F1D6 Philosophical Aesthetics: An Introduction to DX31 Developmental Drawing Portfolio	May 17
02	Purpose, bullet point added. Conditions of assessment change to second paragraph. Instructions bullet point added. Guidance on Grading, bullet point added to A & C. Graded related evidence — Development two bullets added to A & C. Stage 1 — Planning — Project added. Planning continued, marks added to 15. Stage 2 Developing, wording replaced. Stage 3 changed marks to 15.	Oct 07

Source: SQA

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Computer Arts and Design: Graded Unit 2

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.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any reassessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for reassessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a reassessment opportunity, or in exceptional circumstances, two reassessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any reassessment, remediation, and/or reasonable assistance provided.

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

Graded Unit title: Computer Arts and Design: Graded Unit 2

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 for a Computer Arts and Design Project
♦ analyse the task and identify a suitable solution which can be implemented based on computer arts and design practice and principles
♦ identify the client and user requirements for the project
♦ consider and evaluate possible elements that could be used to form a solution to the project
♦ design and create an appropriate arts and design or new media solution to a given specification demonstrating the ability to synthesise research into creative solutions
♦ plan and organise work and carry it through to completion
♦ demonstrate knowledge and/or skills in designing, constructing or assembling a solution using appropriate methods and tools
♦ plan and organise work and construct or assemble a solution
♦ test and evaluate the solution, monitoring changes and making amendments to the solution where required
♦ reflect on what has been done and critically evaluate the approach taken to the project, 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, and candidates should demonstrate the application and integration 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 solution reflecting their interests and personal strengths. The candidate must demonstrate that the design solutions submitted can realistically be developed to a finished product within the available timescale and resources available to the candidate.

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

Assessors will assign a grade to the candidate for this Graded Unit based on the following grade boundaries:

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.

Grade A	Grade C
Is a seamless, coherent piece of work which:	Is a co-ordinated piece of work which:
♦ Has sufficient evidence for the three essential components of the project, is produced to a high standard and demonstrates clear interrelation of the components.	♦ Has sufficient evidence for the three essential component phases of the project and is produced to an adequate standard.
♦ Demonstrates an accurate, innovative, insightful interpretation of the project, dealing with organisational and individual factors influencing project development.	♦ Demonstrates a relevant and acceptable interpretation of the project brief.
♦ Is highly focussed, relevant to project brief tasks and specifications and clearly addresses client requirements.	♦ Is focused and relevant to the tasks identified within the project brief.
♦ Is clear, well structured, technically appropriate to the project brief and demonstrates appropriate software development and utilisation skills.	♦ Has a satisfactory and acceptable structure.
♦ Uses appropriate language, is of a high standard in terms of level, accuracy, specialist technical content and demonstrates problem solving, synthesis and solution evaluation.	♦ Uses language considered adequate in terms of level, accuracy and technical content.
♦ Effectively and efficiently consolidates and integrates the required skills and knowledge.	♦ Consolidates and integrates the required skills and knowledge but may lack some continuity, consistency and depth of vision.

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

Grade A	Grade C
♦ Demonstrate a highly individual and creative approach to the project brief.	♦ Demonstrate a creative approach to the project brief.

Graded related criteria

Planning — Analysis of requirements and development of strategy

Grade A	Grade C
♦ Strategic thinking	♦ Critical and evaluative approach
♦ Skill in overcoming difficulties	♦ Ability to handle difficulties
♦ Self directed	♦ Self directed
♦ Presented to a high standard	♦ Presented clearly

Developing — Implementation of plan and management of the task

Grade A	Grade C
♦ Very effective throughout	♦ Generally effective
♦ Seamless integration	♦ Course skills integrated
♦ Exceptional level of skill	♦ Practical competence
♦ To high professional standard	♦ Awareness of industry standards
♦ Has impact	♦ Presented to an acceptable standard
♦ Very well presented	♦ Creativity
♦ Exceptional creativity	♦ A competent piece of work which meets basic criteria
♦ Exceptional application of practical skills	

Evaluating — Effectiveness of approach taken at all stages

Grade A	Grade C
♦ Criteria used effectively	♦ Criteria identified
♦ Critical analysis of original plan	♦ Original analysis checked
♦ Critical analysis of management	♦ Reference to difficulties
♦ Conclusions/recommendations show insight and focus	♦ Conclusions with recommendations
♦ Evidence used effectively	♦ Supporting evidence provided

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

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.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning	A proposal document and/or presentation displaying: **Project** ♦ Evidence of analysing what is involved in the project ie identification of the factors influencing the project and how they relate to one another, organisational, individual or other factors influencing or informing project development. ♦ Evidence of developing an approach to deal with the project, ie the candidate may select a new approach to the project or modify an existing approach. ♦ Evidence of selecting, justifying and developing a strategy for managing the practical task, including key factors, such as comparison with other possible approaches, software development and/or utilisation, how client requirements are addressed and the resources and time available. ♦ Justification and identification of choices made for project resources required, including sources of information, people and equipment. Resources should be wide ranging and some should be unfamiliar to the candidate. These resources should include some or all of course notes, recommended textbooks, interviews, performance observation, record(s) of developmental activities undertaken, questionnaires and existing organisational records. ♦ Evidence of obtaining appropriate resources.

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

Project stage	Minimum Evidence Requirements
Stage 1 — Planning continued	♦ Development of a plan to carry out the project based on the analysis undertaken demonstrating an awareness of in-project planning and scheduling. ♦ Investigation and identification of possible alternative solution — candidates should conduct a critical evaluation of existing solutions. Minimum written evidence: 1,000 words. OR Minimum oral evidence: 10 minutes presentation which may be recorded on audio or video tape. **Maximum mark allocation: 15 marks** *The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.*
Stage 2 — Developing	The candidate must produce a finished project/artefact or solution to the given brief which demonstrates the following: ♦ Innovative and Creative skills in a vocational area of Computer Arts and Design. ♦ Advanced Technical skills and knowledge in a vocational area of Computer Arts and Design. ♦ Project managements skills in a vocational area of Computer Arts and Design. ♦ Integrated research and concept development. ♦ Meet the requirements of the brief. 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: ♦ The project plan. ♦ Research. ♦ Evaluation and Analysis of Research. ♦ A development process. ♦ A range of alternative project solutions. ♦ A reflective consideration of developmental possibilities. ♦ A creative process.

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

Project stage	Minimum Evidence Requirements
Stage 2 — Developing continued	**Maximum mark allocation: 70 marks** *The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.*
Stage 3 — Evaluating	An evaluation of the effectiveness of the approach taken to all stages of the practical activity that considers: ♦ Identification of the criteria on which to base the evaluation of the task. ♦ the planning and organisation of the project including identification and gathering of appropriate pre-production tasks such as research, planning procedures, allocation of team roles and responsibilities, task identification and completion, effectiveness in working to resource and time constraints. ♦ Examination of the effectiveness of the original analysis and objectives. ♦ Evaluation of the effectiveness of the candidate's performance in the role, this evaluation being linked to the given brief and interpersonal skills in management of the project. ♦ Reference to any modifications to the approach during the course of the activity or to alternative approaches considered. ♦ Recommendations for the future which are relevant to the problem and based on a critical self-evaluation of the project, with justification of these recommendations. ♦ Detailed evidence to support all aspects of the evaluation. Minimum written evidence: 1,000 words. OR Minimum oral evidence: 10 minutes presentation which may be recorded on audio or video tape. **Maximum mark allocation: 15 marks** *The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.*

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

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Equality and inclusion*, which is available on SQA's website: **www.sqa.org.uk**.