



National Unit specification: general information

Unit title: Creativity in Digital Domains (SCQF level 5)

Unit code: FN8W 11

Superclass: CE

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Summary

This Unit will introduce the candidate to the creative process, a system to develop creative strategies, visual communication styles and requirements in a range of digital domains, creative environments and their specific vocational requirements.

This Unit is an optional Unit in the National Certificate in Computer Games Development, but is also available for candidates wishing to study the Unit on its own. This Unit is suitable for any candidate undertaking design, animation, film and or other courses/Units associated with the creative process.

Outcomes

- 1 Investigate creative strategies in response to a given brief.
- 2 Present a range of alternative solutions to a given brief.
- 3 Select a solution and provide supporting contextual evidence.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from previous experience of a visual communication or an art or design course or Units.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**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.*

National Unit specification: general information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Investigate creative strategies in response to a given brief.

Performance Criteria

- (a) Identify creative strategies.
- (b) Select a strategy to advance completion of the brief.
- (c) Identify digital resources required for completion of the brief.

Outcome 2

Present a range of alternative solutions to a given brief.

Performance Criteria

- (a) Prepare digital responses to the given brief.
- (b) Present responses to peer group.
- (c) Evaluate feedback.

Outcome 3

Select a solution and provide supporting contextual evidence.

Performance Criteria

- (a) Create contextual response to the brief.
- (b) Present response to the client.
- (c) Evaluate client's response to the chosen solution.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Written and/or oral recorded, performance and product evidence is required which demonstrates that the candidate has achieved the requirements of all the Outcomes and Performance Criteria to show that the candidate has appropriate knowledge and understanding of the content of this Unit.

For each Outcome the centre must provide the candidate with a brief.

Outcome 1

Evidence must include:

- ◆ identification of creative strategies within an appropriate vocational setting which must include brainstorming and lateral thinking
- ◆ evidence which reflects the candidate's thoughts, sketches and images which has stimulated potential solutions to the brief and contributed to the creative process
- ◆ clear identification of digital resources required to address the brief

Outcome 2

Evidence must include:

- ◆ a minimum of 2 creative strategies appropriate to the given brief
- ◆ presentation to peer group
- ◆ an evaluation of the feedback given by the peer group to the presentation

Outcome 3

Evidence must include:

- ◆ an appropriate creative solution to the given brief; completed and including adjustment to the solution as a result of the peer group feedback
- ◆ final presentation of the finished product to the client which must incorporate a minimum of one amendment based on peer group feedback
- ◆ an evaluation which must include reflective comments on the final feedback from the client to the presentation, evaluating performance and final product

The evidence for all Outcomes should be obtained under controlled, supervised conditions.

National Unit specification: support notes

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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 aligned to the following Skillset National Occupational Standards (NOS):

- ◆ IM2 Obtain Assets for Use in Interactive Media Products
- ◆ IM3 Prepare Assets for Use in Interactive Media Products
- ◆ IM8 Determine the Implementation of Designs for Interactive Media Products
- ◆ IM15 Write and Edit Copy for Interactive Media Products
- ◆ IM16 Plan Content for Web and Multimedia Products
- ◆ IM23 Create Narrative Scripts for Interactive Media Products
- ◆ IM29 Direct Asset Production for Interactive Media Products

This Unit has been designed to enable candidates to familiarise themselves with the creative process associated with development of a response/s to a client's brief in an appropriate vocational setting. In addition the study of this Unit will introduce the candidate to creative strategies to respond to a brief.

Where there is a requirement to present a pitch or presentation this can be done to either their peers or the staff member in charge as the client. The emphasis at this level is on the candidate arriving at a solution which will satisfy client needs whilst still providing scope for the candidate to understand and apply their own imagination and skills to the process.

The candidate should be encouraged to be aware of:

- ◆ strategies for addressing a client's brief working within the time and technical constraints of a brief
- ◆ delivering a finished product fit for purpose according to the proposed solution
- ◆ evaluating own performance and the finished product

Any appropriate software can be used to deliver the Unit providing that the software is capable of providing solutions to the terms of each Outcome.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

This Unit is best used as part of an integrated suite of Units, for example, a script and/or briefs could be supplied that relate to animation, games design or other elements associated with other Units within the NC Computer Games Development framework. The Unit can be used in a creative environment where candidates must consider how to start addressing a client's brief.

A practical, hands on approach to learning should be adopted to engage learners in the creative process. Practical activities should be underpinned by appropriate knowledge before candidates commence these activities. The candidates should be encouraged to make connections between different disciplines and to encourage the creative process by examining the brief from a range of perspectives — to think beyond the obvious creative restrictions and solutions, helping candidates get past the initial creative fears which confront them in the planning and research stages of addressing a brief.

Outcome 1

Candidates should be introduced to a range of creative strategies which for example, brainstorming, use of books, music and sound to stimulate creativity. Candidates should be encouraged to recognise that there is no correct answer, that the creative block is merely a human construct that gets in the way of finding solutions. A range of exercises should be included to allow students to find solutions to their own creative responses. Candidates should consider clear identification of their own thought processes when reviewing and collating evidence of creative strategies. A workbook or journal can be used to document solutions considered, even rejected. Solutions can include open group discussions where no ideas are rejected initially, lateral thinking, sketches, models and mock-ups (if appropriate to the vocational setting), stimuli which can include music, images, poems. The volume of evidence is dependent to a large extent on the vocational area chosen, for example if the candidate is designing a small animated advertisement, the evidence would include research, an action plan, a treatment, an animatic and some character and background sketches, identification of colour palette, themes and message to be addressed.

Outcome 2

Candidates should be introduced to a selection of briefs and solutions designed in professional settings. By reviewing and discussing these sample case studies the candidate should feel more comfortable focussing their research and planning of the proposed solution to the client brief.

A workbook/journal or ideas book will help establish the candidate's creative thinking and the choices they make to provide a range of solutions to the proposed design problem. The workbook can be supported by appropriate digital and physical solutions to the client's brief; these can include mood boards, presentation software, animatics, animations, video, live action footage, models and maquettes.

The candidate should then present the selections to their peers and evaluate their feedback, incorporating and adjusting the final product to reflect the client's wishes.

The presentation given at this stage may be a relatively short one running for approximately 3 to 5 minutes.

National Unit specification: support notes (cont)

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The essence of the presentation at this stage is to allow the candidate to problem solve issues that they may not yet have fully identified. Feedback from a peer group should help to establish a way forward to the final presentation to the client. The candidate should use the feedback to address any weaknesses in their response to the brief. Any evaluation by the candidate should be reflected in the workbook or journal and may be limited to comments on areas within the solution which are weak or fail to meet the brief. There should be a clear indication on how the candidate intends to resolve issues; however this can take the form of evaluative notes or a more formal evaluation.

Outcome 3

The candidate will produce a final response to the client's requirements, taking into consideration any comments made by the peer group to the original pitch. The final submission should be what is intended as the finished product whether that is packaging, an animation or illustrations. It is important that the candidate produces some reflective comments on the final feedback from the client to the presentation, evaluating their performance and the final product.

A checklist may be created to confirm that each candidate has completed the above tasks, without undue assistance, to the standards defined in the performance criteria, and also to authenticate that the materials submitted are the candidate's own work.

Material supplied by tutors may be used by candidates to assist in preparation of any written submissions but candidates must be encouraged to use all available resources, including the Internet, books and films. All research must be correctly referenced by candidates where direct quotes are used, and in all other instances all work should be in the candidate's own words and tutors should assure themselves of the authenticity of the evidence.

Guidance on approaches to assessment for this Unit

The assessment for all Outcomes is based on a given brief as described in the standards. Assessment will include the assessor observing the candidate over an extended period of time during which the assessor is required to maintain a checklist of activity. It is recommended that this assessment is started at the earliest opportunity, as soon as the candidate has acquired the necessary knowledge and skills to permit him/her to commence appropriate tasks.

If centres are offering the Unit as part of an integrated suite of Units, or project led activity, then the assessment of this Unit can be integrated with other Units. For example, centres could consider a common log/diary for a larger scale project and the final evaluation could be part of a larger project evaluation. However, centres will need to ensure adequate coverage of Outcomes within the larger product and the entries for the various Units can be clearly identified.

National Unit specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

In this Unit candidates will learn about the creative process associated with development of a response/s to a client's brief.

Candidates will:

- ◆ investigate possible creative strategies and select ones most suited to a given brief
- ◆ identify digital resources required
- ◆ prepare and present a range of alternative solutions to peer group
- ◆ evaluate peer group feedback and use to inform solution to the brief
- ◆ present the finished product to the client
- ◆ evaluate client's response to the presentation and final product.

This Unit has the Problem Solving component of Critical Thinking embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show they have achieved Critical Thinking at SCQF Level 5. In addition, as candidates are doing this Unit they will be developing aspects of the Core Skills in Communication

In addition, candidates could develop aspects of the following Core Skills where particular learning and teaching approaches are adopted:

Information and Communication Technology may be developed through Internet based research activity and/or through the development of the given project (e.g., a Visual Communication/graphic design project or alternative, and in this case the sample storyboards which involves the candidate in developing ideas and concepts using ICT software).

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	08/08/2011

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