

Draft National Unit Specification



Unit title: Art and Design: Design (Access 3)

SCQF: level 3 (9 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' ability to respond and develop imaginative design ideas for a given design brief. In this Unit, learners will explore how designers develop and create their ideas. They will consider design choices and opportunities in a given design brief, before developing their design ideas in response to a given brief.

On completion of this Unit, learners will have developed an awareness of their design area and a range of related 2D or 3D design skills. They will also be able to use a variety of design materials, techniques and technology. Learners will also be able to reflect on their own work and the work of others.

Learners who complete this Unit will be able to:

- 1 Identify the things that have inspired and influenced designers and their work
- 2 Develop creative design development ideas in response to a given design brief

This Unit is a mandatory Unit of the Access 3 Art and Design Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Access 2 Creative Arts Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Identify the things that have inspired and influenced designers and their work by:**
 - 1.1 Identifying how designers use materials and techniques in their work in a given design area
 - 1.2 Identifying the things that have inspired these designers and the work that they produce
 - 1.3 Expressing simple personal opinions on the designers' work

Outcome 2

The learner will:

- 2 Develop creative design development ideas in response to a given design brief by:**
 - 2.1 Identifying the main requirements of the design brief and collecting examples of design work within the design area
 - 2.2 Identifying how design materials, techniques and technology have been used by others
 - 2.3 Selecting a variety of design materials, techniques and technology for their design activity
 - 2.4 Using design materials, techniques and technology in imaginative ways
 - 2.5 Reflecting, with some support, on their design ideas and design work

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

In this Unit, Evidence Requirements are as follows.

Evidence will be a combination of practical, written, oral and/or recorded evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

In this Unit, learners will be required to provide evidence of:

- ◆ a basic understanding of how designers use materials, techniques and technology in their work
- ◆ the ability to investigate the design area and develop imaginative design ideas in 2D or 3D
- ◆ the ability to use materials, straightforward techniques and technology in their design work

- ◆ the ability to present basic facts and opinions about their own work and the work of other designers

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.2 Understanding

5.3 Applying

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.