

Draft National Unit Specification



Unit title: Graphics for Design (Access 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop skills in producing and interpreting drawings, sketches and diagrams to support the design process. Learners will use computer-aided and/or manual graphic communication tools and techniques.

Learners who complete this Unit will be able to:

- 1 Produce, with guidance, graphical representations of simple design ideas
- 2 Design and produce, with guidance, a single-page promotional display

This Unit is a mandatory Unit of the Access 3 Design and Technology 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. 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*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Produce, with guidance, graphical representations of simple design ideas by:

- 1.1 Producing a well-proportioned sketch of a simple design idea, showing main dimensions
- 1.2 Choosing and applying colour to a sketch or drawing to convey texture and highlight
- 1.3 Using software to produce a rendered 3D CAD model of a design idea
- 1.4 Producing orthographic drawings of a design idea

Outcome 2

The learner will:

2 Design and produce, with guidance, a single-page promotional display by:

- 2.1 Making basic design decisions about layout, colours and fonts
- 2.2 Including a range of drawings and sketches to illustrate the design idea
- 2.3 Using text appropriately to provide relevant information
- 2.4 Combining graphics and text into a single-page display with visual impact

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.

For this Unit, learners will be required to demonstrate graphic communication skills in the context of a simple design process. Design ideas should be based on basic geometric forms, involving straight edges only. Orthographic drawings may be produced using drawing instruments or using software.

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*.

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.

2 Numeracy

2.2 Money, time and measurement

4 Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5 Thinking skills

5.2 Understanding

5.3 Applying

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



Published: December 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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