Draft National Unit Specification

Unit title: Art and Design (Design): Design Enquiry (Advanced Higher)

SCQF: level 7 (16 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to engage learners in an intensive and personally selected design enquiry. In the Unit, learners will develop personal creativity, design-based problem-solving skills and higher-order thinking skills while working independently to develop, refine and produce creative and sophisticated design ideas in response to design stimuli. They will define design needs, opportunities or problems before using a wide variety of design materials, techniques and/or technology experimentally and with sophistication when realising their design ideas in 2D and/or 3D formats. On completion of this Unit, learners will be able to develop, sustain and realise creative lines of design enquiry, taking account of the design area requirements.

Learners who complete this Unit will be able to:

1 Produce a design brief and outline plan of work for a design enquiry
2 Produce investigative work in response to the design brief and outline plan
3 Develop and refine a series of developmental concepts and ideas

This Unit is a mandatory Unit of the Advanced Higher Art and Design (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*.

The *Course Assessment Specification* for the Advanced Higher Art and Design (Design) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Art and Design (Design) Course.

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:

- Higher Art and Design Course or relevant component Units

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 Produce a design brief and outline plan of work for a design enquiry by:

1.1 Evaluating opportunities and creative choices within the design area, with reference to collated investigative research
1.2 Personally selecting a design area and design stimuli
1.3 Identifying design needs, issues, opportunities and constraints of the design area
1.4 Planning and identifying initial approaches for investigating and developing design ideas and concepts

Outcome 2

The learner will:

2 Produce investigative work in response to the design brief and outline plan by:

2.1 Producing extensive, pertinent and personal visual research and investigation for the design enquiry
2.2 Applying understanding of the design issues, requirements, opportunities and constraints consistently and assuredly when producing investigative work and initial design ideas
2.3 Using a wide range of design materials, techniques and/or technology in effective and highly creative ways
2.4 Analysing and critically reflecting on the impact of their creative options and design choices, showing in-depth understanding of designers' work and design practice

Outcome 3

The learner will:

3 Develop and refine a series of developmental concepts and ideas by:

3.1 Developing design ideas and concepts, showing sustained and progressive lines of enquiry towards potential design solution(s)
3.2 Using a range of advanced problem-solving and planning skills when experimenting with and using design materials, techniques and/or technology with confidence and assurance in sophisticated ways
3.3 Evaluating the impact of design choices and resolving complex design issues and technical challenges when realising and refining developmental ideas and concepts

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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.

Evidence will include a combination of practical, written/annotated and/or recorded evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by 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 design brief and detailed outline plan, showing in-depth understanding of the design process and the design area requirements
- applying knowledge and understanding of designers' work and practice to their own design work
- producing highly focused, contextual visual investigation material and market research related to the design area
- producing a series of highly resolved experimental and creative design ideas and initial design concepts
- independent thinking skills, critical discrimination and assured design decision making

Exemplification of assessment is 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
5.4 Analysing and evaluating
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 as 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.*

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Administrative information

Published: October 2012 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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