

## SQA Advanced Unit Specification

### General information for centres

**Unit title:** Model Making: Creative

**Unit code:** HT45 47

**Unit purpose:** This Unit is designed to enable the candidate to develop as a designer-maker in the area of model making. The knowledge and skills acquired in this Unit will prepare the candidate for many of the project-based units of the course and for employment in industry.

On completion of the Unit the candidate should be able to:

- 1 Interpret a given brief.
- 2 Develop options.
- 3 Present design solution.
- 4 Produce a production plan.
- 5 Produce a model.

**Credit points and level:** 2 SQA Credits at SCQF level 7 (16 SCQF credit points at SCQF level 7\*).

*\*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.*

**Recommended prior knowledge and skills:** Access to this Unit will be at the discretion of the centre. However, it is recommended that candidates have an understanding of model making materials, processes and terminologies. This could be demonstrated by possession of NQ Model making or other equivalent courses.

**Core Skills:** There are opportunities to develop the Core Skills of Numeracy, Information Technology and Problem Solving at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components. Further details are provided in the support notes.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

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**Assessment:** Outcomes 1, 2 and 3 should consist of sketchbook work and presented client visuals. Outcome 4 should be a production plan and may also be integrated with outcomes 1-3, and Outcome 5 is product based.

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### **SQA Advanced Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

#### **Outcome 1**

Interpret a given brief

##### **Knowledge and/or skills**

- ◆ Interpretation
- ◆ Parameters

##### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify the parameters of a given brief
- ◆ define the subject of the given brief
- ◆ select a suitable scale within the context of the brief
- ◆ determine the style and form within the context of the brief

This must be collated as a 250-word presentation in an annotated sketchbook.

##### **Assessment guidelines**

The assessment of this Outcome can stand alone as an interim assessment or combined with Outcomes 2 and 3. The sketchbook may be electronic and include referenced visuals. An observation checklist may be used to ensure the candidate has addressed all the knowledge requirements.

#### **Outcome 2**

Develop options

##### **Knowledge and/or skills**

- ◆ Research
- ◆ Exploration
- ◆ Presentation

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### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ research areas within the brief's parameters
- ◆ explore possible solutions
- ◆ produce client visuals

This must be collated as a 250-word presentation in an annotated sketchbook produced for Outcome 1.

A minimum of three x A3 presentation boards of annotated images should also be presented to explore a minimum of two options.

### **Assessment guidelines**

The assessment of this Outcome can be stand alone as an interim assessment or combined with Outcome 1. Candidates may present work on a larger format. Further evidence may be included in sketchbooks.

An observation checklist may be used to ensure the candidate has covered all the knowledge requirements.

## **Outcome 3**

Present design solution

### **Knowledge and/or skills**

- ◆ Presentation techniques
- ◆ Communication techniques

### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ produce a set of client visuals that clearly convey in images, the final design solution
- ◆ annotate client visuals to clarify and explain the proposal/articulate ideas

This must be collated as a 250-word presentation in an annotated sketchbook produced for Outcome 1.

A minimum of one x A2 presentation board of annotated images should also be presented to articulate design solution.

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### Assessment guidelines

The assessment of this outcome can be stand alone or combined with Outcomes 1 and 2. An observation checklist may be used to ensure the candidate has addressed all the knowledge requirements. Candidates may present work on a larger format. There may be scope for candidates to make a verbal presentation with question and answer from tutor and peer group but this should not be compulsory as it may be a barrier for some candidates.

### Outcome 4

Produce a production plan

#### Knowledge and/or skills

- ◆ Drawing
- ◆ Planning

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ develop working drawings for the production of a scale model
- ◆ produce a plan detailing all stages of production

This must be collated as annotated visuals as part of a sketchbook produced for Outcome 1. A production schedule of a minimum of 150 words must also be produced.

### Assessment guidelines

The assessment of this Outcome may be stand alone. Much of the production plan may have been clearly outlined in the first three Outcomes therefore assessment may be integrated.

### Outcome 5

Produce a model

#### Knowledge and/or skills

- ◆ Equipment and materials
- ◆ Production techniques
- ◆ Finishing techniques
- ◆ Workshop/studio practice

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### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ select and prepare equipment and materials
- ◆ produce a finished model in accordance with the previously prepared production plans
- ◆ use finishing techniques in accordance with the previously prepared production plans
- ◆ demonstrate safe and appropriate use of materials and equipment

Candidates must produce and present a 3D model. The model must be constructed and finished to previously specified production standards. This Outcome will be a product-based assignment produced under studio/workshop conditions.

### **Assessment guidelines**

This assessment should be carried out after all Outcomes have been satisfactorily assessed. The model should accurately reflect the brief and the criteria presented in Outcomes 1-4. An observation checklist may be used to ensure the candidate has addressed all the knowledge and/or skills requirements.

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### Administrative Information

<b>Unit code:</b>	HT45 47
<b>Unit title:</b>	Model Making: Creative
<b>Superclass category:</b>	VF
<b>Date of publication:</b>	August 2017
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## **SQA Advanced Unit Specification**

### **SQA Advanced Unit specification: support notes**

#### **Unit title:** Model Making: Creative

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 80 hours.

#### **Guidance on the content and context for this Unit**

This Unit has been developed to reflect the increased design input required of the model maker in areas of design. In Advertising, Photography, Exhibitions for example, the model maker is playing a more pivotal role as part of the design team. With a wide experience of materials and techniques at their disposal, the professional model maker is uniquely placed to make instant design decisions. It is this combination of a 3D design ability and practical model making production skills that can be of great value, especially when a project has a tight timescale. In many cases the model maker may have to work with a very sketchy brief. They will be required to interpret the brief and develop ideas and options to provide a clearer base from which to proceed. A wide and sympathetic understanding of the design industries serviced by model makers is a key factor in communicating with the client. The model maker must be able to negotiate with all relevant parties in addition to demonstrating their practical problem solving skills.

This Unit also reflects the entrepreneurial aspect of the model making industry, where a large number of practitioners are working in a self-employed or freelance capacity.

#### **Guidance on the delivery and assessment of this Unit**

This Unit should be delivered to candidates once they have had the opportunity to develop an understanding of the range of tools, equipment, materials and techniques available to them within their own specialist area. This should be a project-based Unit and the candidate should be required to work independently when researching ideas and developing solutions.

Lectures with exemplars and class discussion along with appropriate visits should be used to provide a stimulating visual launch to this project-based Unit. Ongoing discussion and tutorials should be utilised to give the candidate the chance to justify and explain the development of their work. It may be possible to integrate this with another Unit on the SQA Advanced Diploma 3D Design: Model Making.

There may be an opportunity to collaborate with a real or simulated client in this project providing that the Evidence Requirements can be maintained.

#### ***Opportunities for developing Core Skills***

Candidates will be expected as they undertake the Unit to analyse and seek solutions to a range of theoretical and practical problems or issues as they interpret and meet a brief. They should identify and consider all components, including available resources, and analyse the significance of each in order to identify an appropriate creative approach as they develop problem solving skills to an advanced level. Evaluation of all aspects of proposed design solutions and their potential and actual impact would be on-going, with assessor guidance as appropriate.



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Candidates should work towards a standard which would be acceptable in industry. Resources available should include appropriate software packages to support the effective and accurate presentation of information. Formative opportunities to create designs, compositions or models from different types of data with appropriate models of presentation styles may be particularly useful. Candidates need to be aware of how to select and import relevant data in order to most effectively present information in numerical and graphical form to meet a given specification. Support in the interpretation and application of graphical concepts and in conducting any required sustained complex calculations should be available to if needed.

### **Open learning**

The practical nature of parts of this unit would make it difficult to deliver in open learning, however, it may be possible for candidates to access source information and complete written work electronically.

### **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.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

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On successful completion of the Unit you will be able to:

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