

SQA Advanced Unit specification

General information for centres

Unit title: Developing Reflective Practice in the Visual Arts

Unit code: HT4V 48

Unit purpose: This Unit will support candidates in their development of reflective practice approaches, which will assist them to develop their understanding of the areas impacting on and influencing their personal development in the visual arts. The development of these key transferable skills will encourage self-review and critical reflection, inform working practice and approaches whilst supporting personal creative development.

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

- 1 Demonstrate applied understanding of the self reflective process.
- 2 Produce a reflective journal within a selected visual art context.
- 3 Analyse and evaluate the benefits of engaging in self reflective practice.

Credit points and level: 1 SQA credit at SCQF level 8 (8 SCQF credit points at SCQF level 8*).

**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 is at the discretion of the centre. It would be beneficial if the candidate had prior experience of the personal development planning process, and an understanding of the elements impacting and influencing the nature and developments of the visual arts. This may be demonstrated by the achievement of related art and design context Units completed as part of a non-advanced or SQA Advanced Certificate programme, and/or by the completion of personal development planning activities.

Core Skills: There are opportunities to develop the Core Skills of Communication, Problem Solving and Information Technology at SCQF level 6 in this, although there is no automatic certification of Core Skills or Core Skills components.

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.

Assessment: This Unit could be assessed by means of a holistic assessment that involves the candidates in the production of a reflective journal and in the analysis and evaluation of the impact of engaging in self-reflective practice. This will allow candidates to produce sustained reflection in a

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selected area of the visual arts, which will support portfolio development and the development of individual style and working approaches in their practical work. The reflective process is a live ongoing activity, so candidates should engage in this process as an ongoing activity throughout the full academic session.

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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

Demonstrate applied understanding of the self-reflective process

Knowledge and/or Skills

- ◆ Meta cognition
- ◆ Problem solving
- ◆ Goal setting
- ◆ Action planning
- ◆ Self-review

Evidence Requirements

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

Demonstrate applied understanding of the self-reflective process, which will include:

- ◆ Applied use of key features of reflective practice approaches
- ◆ Identification of personal issues, constraints, limitations and opportunities
- ◆ Action planning and target setting of realistic and challenging developmental goals
- ◆ Timescales for achievement and evidence of ongoing self review throughout the full academic session

Assessment Guidelines

The evidence for this Outcome will usually be combined within the production of the reflective journal. At SQA Advanced Diploma level the candidate will already be familiar with the concepts of critical thinking and action planning from completing earlier design process Units. The tutor's role is to encourage the candidate's personal and critical reflection using reflective questioning techniques to prompt and provide scope for 360-degree feedback during ongoing tutorial sessions. As the reflective process is a personal journey, the role of the tutor is one of facilitator/ critical friend. The candidate can select any preferred medium(s) to present the assessment evidence providing that all assessment requirements are met.

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Outcome 2

Produce a reflective journal within a selected visual art context

Knowledge and/or Skills

- ◆ Reflective process
- ◆ Personal development planning
- ◆ Communication skills
- ◆ Problem solving
- ◆ Self evaluation and review

Evidence Requirements

Candidates will need to provide evidence to show that they can demonstrate their knowledge and/or skills by showing that they can produce a reflective journal. The reflective journal may be presented using any preferred format and the content should include all key stages of the personal development planning process.

This reflective journal should:

- ◆ Include a personal analysis and evaluation of their creative development potential within a selected visual arts context
- ◆ Demonstrate the candidates understanding and application of reflective practice in identifying opportunities for future personal growth and individual self expression within a visual art context
- ◆ Show creative and sustained personal development and the ongoing monitoring and reflection of progress in achieving personal goals set within a visual arts context
- ◆ Demonstrate continued evaluation of personal progress and development made within a visual arts context
- ◆ Identify the development of key personal strengths and aptitudes which will contribute to future employability and personal development potential

Assessment Guidelines

Candidates should produce a creative and personalised reflective journal. The selection of the assessment format should be driven by candidate personal interests and with due consideration of intended target audience(s). It is recommended that candidates spend approximately 30 hours of the 40 notional hours on this activity, although it is likely that additional non-contact hours will be used to supplement this time. Candidates could be supported in their critical reflection by the appointment of a mentor for this process, and they should ensure that the subsequent evaluation focuses on both the product and the use and application of the reflective processes. A proportion of summative assessment evidence for this Outcome should be produced under supervised conditions to allow tutors to authenticate assessment evidence produced outwith the class.

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Outcome 3

Analyse and evaluate the benefits of engaging in self-reflective practice

Knowledge and/or Skills

- ◆ Impact of reflective practice — employability
- ◆ Personal awareness and continuing professional development
- ◆ Reviewing and evaluating
- ◆ Critical thinking
- ◆ Communication

Evidence Requirements

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

Analyse and evaluate the benefits of engaging in self-reflective practice. Candidates will be asked to demonstrate a personal analysis of the value of their engagement with self-reflective practice. This will:

- ◆ Show clear links between the identified self-reflective practice stages
- ◆ Incorporate analysis and critical evaluation of personally directed approaches to reflective practice
- ◆ Exemplify the creative thinking processes developed using reflective practice concepts and techniques
- ◆ Analyse and evaluate the impact of the use of reflective practice techniques and approaches on creative and personal development

Assessment Guidelines

Candidates should produce assessment evidence of their creative thinking process using any preferred format. A proportion of summative assessment evidence for this Outcome should be produced under supervised conditions in the classroom to allow tutors to authenticate assessment evidence produced outwith the class.

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Administrative Information

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SQA Advanced Unit specification: support notes

Unit title: Developing Reflective Practice in the Visual Arts

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 intended to involve candidates in the development of reflective practice approaches, which will assist them in developing their individual personal style and artistic vision. This Unit may be contextualised to suit a wide range of art or design applications and was primarily developed as part of a Group Award in Art and Design. Candidates completing the SQA Advanced Diploma will normally have had the opportunity to research and study the working methods and practices of artists and/or designers, and will have gained valuable experience in developing critical thinking skills. As an autonomous activity, it is essential that the candidates work independently in determining the range and scope of their planned personal development and in the setting of realistic yet challenging personal goals. This self-directed approach is designed to assist with portfolio development and therefore it is likely that this process will impact on both practical and theoretical applications across the Group Award, with candidates drawing upon the self reflective insights to progress visual source material for the coherent and sustained development of thematic work for portfolio submissions. The process of reflective practice also provides one of the essential skills required for employment in the Creative Arts industry.

Tutor input in the form of either individual or group tutorials, should promote the use of reflective questioning approaches, to assist the developmental process and ensure that candidate assessment evidence covers all elements and is of the appropriate standard. There are therefore opportunities to link and integrate this Unit with a number of other Units in the Group Award including the Graded Unit project. Staff, when planning the curriculum, should consider these options, and, where they are used, cross assessment matrixes are recommended to support the assessment process.

Guidance on the delivery and assessment of this Unit

This Unit is designed to allow candidates to develop their skills and experience across the award in a structured and supported manner through engagement in reflective practice. This Unit should be delivered across the full academic session at SQA Advanced Diploma level with students receiving an induction into the Unit content and purpose at the start of the academic session. The role of the tutor as facilitator is similar to that of the Graded Unit tutor. The candidates should be working autonomously throughout this process, and should be actively encouraged to use the information gained through their self-reflection to inform their personal development and creative direction. It is envisaged that tutors will be involved in facilitating individual tutorial sessions with candidates, although it may be of benefit to incorporate group sessions at the early stages of delivery.

The candidate should evidence practical demonstration of their awareness of reflective practice in the consideration of personal strengths and in individual goal setting. The completion of a reflective journal may take any preferred format, this choice being driven by professional practices and approaches to presentation and client pitching in industry. This process is supportive of key initiatives that will promote and strengthen employability and continuous professional development. Presentation methods and formats should meet individual needs and aspirations and may include the development of IT related skills, a process that may be enabled by use of intranet or web-based media formats.

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As a large part of the assessment process may be completed outwith controlled conditions, the tutor should be satisfied that all assessment evidence has been produced by the candidate. This could be substantiated through formal presentation of the reflective journal, which demonstrates their consistent development of reflective practice across the academic session. As assessment evidence may consist of written or oral presentations or adopt multimedia assessment approaches such as e-portfolio, there are opportunities for candidates to use this experience to assist with preparation for transition into employment or articulation to university programmes. The analysis and evaluation stage of the process should be considered as an integral to the process and it is recommended that candidates record their observations and reflections on an ongoing basis throughout the session. This process may take the form of annotated comments, reflective logs or diaries or any other mixed/multimedia format that allows the candidate to produce assessment evidence for summative purposes.

Opportunities for developing Core Skills

A number of Core Skills could be developed or further enhanced as candidates undertake this Unit. The range of opportunities will be dependent on the selection of methods of presenting evidence, which should reflect personal interests and link with planned articulation and progression routes.

Collated assessment evidence may be presented in a range of ways including written reports, audio visual presentations and e-formats. Candidates could be encouraged to access and evaluate complex web-based information on current professional issues to underpin the critical process. The production of supervised drafts of the reflective journal could ensure tutor support in the development of skills. Formative work in small group settings could additionally support and stimulate analytical reflection and strengthen oral communication skills. Communication of essential ideas orally and in writing should involve using coherent structures and accepted conventions. Access to current software would support accuracy and the development of technology skills.

All elements of the Core Skill of Problem Solving, that is skills in critical thinking, planning, organising and reviewing and evaluating, will be naturally enhanced as candidates undertake the Unit. Candidates must analyse and evaluate personal creative development potential within a selected visual arts context. Preparation for the self-reflective process will involve identifying and examining relevant constraints, timescales and personal issues. The setting of realistic, challenging developmental goals will require understanding of a range of theoretical and practical issues and will contribute to future employability. Engagement with practising artists and designers could encourage and support the process of recognising essential key strengths and identifying ways of applying personal aptitudes. Evaluation, which is formally assessed, should consider all stages of personally directed approaches, show clear links between them and analyse the impact of techniques and approaches on creative and personal development.

Open learning

This Unit could be delivered by distance learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. It is recommended that candidates are provided with support materials designed to assist reflective practice approaches.

For information on open learning arrangements, please refer to the SQA guide Assessment and Quality Assurance of Open and Distance Learning on the SQA web site at www.sqa.org.uk.

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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.

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General information for candidates

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Personal creativity and effective presentation skills are vital in the visual arts. Reflective practice approaches are an integral feature of continuous professional development and will help provide you with a clear perspective of the choices and opportunities for creative development and transition options after completing your SQA Advanced Diploma award. This is an individual and personalised process so, although you will be expected to produce set assessment evidence, you will have important opportunities to consider what format or form the reflective journal will take and how you will present your work for final assessment. You may decide to use visual and written/oral information choosing from traditional or multimedia formats. Depending on your chosen presentation style and individualised style of approach to developing your self-reflective practice, you may also be able to reinforce and develop your Problem Solving, Communication and IT skills.

The assessment for this Unit will be based on three Outcomes.

- ◆ Outcome 1 — Demonstrate applied understanding of the self reflective process.
- ◆ Outcome 2 — Produce a reflective journal for a specified visual art context.
- ◆ Outcome 3 — Analyse and evaluate the benefits of engaging in self reflective practice.