

## Higher National Unit Specification

### General information for centres

**Unit title:** Graphic Design — Three Dimensional: Advanced

**Unit code:** DX37 36

**Unit purpose:** This Unit is designed to develop the candidate's ability to produce creative design solutions by applying the processes of research, conceptualisation, visualisation and critical analysis to a complex three-dimensional graphics brief for packaging, or point of sale materials, or exhibition and display graphics.

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

- 1 Research complex three-dimensional graphic briefs.
- 2 Conceptualise and visualise complex bodies of information.
- 3 Create design solutions in response to complex three-dimensional graphic briefs.
- 4 Articulate their ideas and thought processes in relation to their work.

**Credit points and level:** 2 HN Credits at SCQF level 9: (16 SCQF credit points at SCQF level 9\*).

*\*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 Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre but it would be beneficial if the candidate had undertaken DV97 34 Graphic Design: Three-dimensional; DX3A 35 Graphic Design: Three-dimensional Project or equivalent.

**Core Skills:** There are opportunities to develop the Core Skills of Communication and Information Technology at SCQF level 6 in this Unit, 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 will be assessed by means of:

- ◆ sketchbooks/folders/worksheets containing all research material, both textual and visual
- ◆ moodboards, and scaled roughs and three-dimensional mock –ups
- ◆ finished two and three-dimensional client visuals
- ◆ formal and informal oral presentations
- ◆ a written report

## **Higher National Unit specification: statement of standards**

**Unit title:** Graphic Design — Three Dimensional: Advanced

**Unit code:** DX37 36

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**

Research complex three-dimensional graphic briefs

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

- ◆ Acquiring information
- ◆ Analysing and evaluating information
- ◆ Evaluation

#### **Evidence Requirements**

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

- ◆ use appropriate research methods such as library, internet, interviews and primary sources
- ◆ analyse and evaluate the research material
- ◆ present relevant research material in the appropriate forms
- ◆ demonstrate a clear understanding of the brief
- ◆ evaluate the relevance of different approaches to three-dimensional graphic communication

Candidates should compile a folder/sketchbook/series of worksheets containing all research material, both textual and visual. Annotation should evidence analysis and evaluation of the research material and point to possible approaches to concept and product development.

#### **Assessment guidelines**

The assessment of this Outcome should be through practical assignments working from a complex three-dimensional graphics brief which could be self-initiated and self-authored, or part of a professionally organised national or international competition, or undertaken through an external professional body or agency.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Graphic Design — Three Dimensional: Advanced

### Outcome 2

Conceptualise and visualise complex bodies of information

#### Knowledge and/or skills

- ◆ Critical Analysis
- ◆ Design Solutions
- ◆ Target market/audience.
- ◆ Conceptualisation techniques.
- ◆ Modelling/prototyping.
- ◆ Time management

#### Evidence Requirements

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

- ◆ organise their initial response to the brief and their research
- ◆ produce a substantial range of provisional design concepts
- ◆ select concepts for development
- ◆ produce two/three-dimensional roughs
- ◆ select a concept for development
- ◆ develop a scaled three-dimensional prototype
- ◆ critically analyse their design concept in terms of suitability for production and for the target market
- ◆ effectively manage their time

Candidates must produce provisional design concepts in sketchbook/worksheet format.

Candidates must produce a minimum of ten provisional design concepts. They should then select at least three for development through the production of a series of more detailed, larger-scaled roughs.

#### Assessment guidelines

The assessment of this Outcome should be through practical assignments working from a complex three-dimensional Graphics brief which could be self-initiated and self-authored, or part of a professionally organised national or international competition, or undertaken through an external professional body or agency.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Graphic Design — Three Dimensional: Advanced

### **Outcome 3**

Create design solutions in response to complex three-dimensional graphic briefs

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

- ◆ Problem solving
- ◆ Software/hardware
- ◆ Production specification
- ◆ Construction details
- ◆ Forms and formats.
- ◆ Styles and techniques
- ◆ Project and time management

#### **Evidence Requirements**

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

- ◆ produce finished visuals that reflect the research and development from the previous outcomes
- ◆ use the appropriate software/hardware to create their finished visual
- ◆ select or create, three-dimensional forms and surface graphics formats appropriate to the brief
- ◆ produce detailed, accurate production specifications and illustrated construction details
- ◆ effectively manage their time
- ◆ present their work professionally

Candidates will produce finished three-dimensional and two-dimensional client visuals and supply accurate production specifications for all items/applications specified in the brief.

#### **Assessment guidelines**

The assessment of this outcome should be through practical assignments working from a three-dimensional graphics brief which could be self-initiated and self-authored, or part of a professionally organised national or international competition, or undertaken through an external professional body or agency.

The finished three-dimensional client visual should be produced to a scale that is practicable and relevant to the requirements of the brief. Smaller packaging items can be produced actual size but larger point of sale display items or exhibition stands would require to be scaled down to a specified ratio.

Diagrammatic/technical illustrations explaining the folding/construction/assembly/arrangement of three-dimensional forms should be presented for assessment

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Graphic Design — Three Dimensional: Advanced

### **Outcome 4**

Articulate their ideas and thought processes in relation to their work

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

- ◆ Written Communication
- ◆ Oral Communication
- ◆ Presentation skills
- ◆ Vocational language/terminology

#### **Evidence Requirements**

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

- ◆ produce written reports/presentations on their design rationale
- ◆ undertake oral presentations on their design rationale
- ◆ present ideas, developments or technical processes
- ◆ use appropriate vocational language/terminology

Candidates will produce a written report (minimum of 500 words) which would also form the basis of an oral presentation.

#### **Assessment guidelines**

Candidates should produce a written report which explains the ideas and thought processes behind their design rationale and critically evaluates the final design solution presented in Outcome 3.

## Administrative Information

<b>Unit code:</b>	DX37 36
<b>Unit title:</b>	Graphic Design — Three Dimensional: Advanced
<b>Superclass category:</b>	JC
<b>Original date of publication:</b>	August 2006
<b>Version:</b>	01

### History of Changes:

Version	Description of change	Date

**Source:** SQA

© Scottish Qualifications Authority 2006

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

## **Higher National Unit specification: support notes**

### **Unit title: Graphic Design — Three Dimensional: Advanced**

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 is designed to allow candidates to explore the discipline of three-dimensional graphics at an advanced level and they should be encouraged to select, or initiate and author, a brief which demands in-depth research and a complex conceptual and visual response. Suitable subjects for this Unit as in previous three-dimensional Graphic units would be packaging, display and point-of-sale material, and exhibition design. If candidates elect to self-author the brief then this could be done prior to the start of the Unit and submitted to the tutor for approval to ensure that it provides a suitable challenge and fulfils the requirements of the Unit. Where the candidates elect to undertake a brief from one of the national/international competitions (RSA, D&AD etc.) these should also be vetted for suitability by the course tutor. If the candidates elect to work with an external body or agency then the course tutor should liaise with the external body to ensure that they understand all the requirements of the Unit prior to devising the brief.

The complex nature of the brief refers to both the conceptual and technical challenge set by the brief. On the conceptual level this would involve extensive research into the product/service being promoted and the specific market being targeted. Where branding was involved candidates would require to address the Brand Proposition and take cognisance of the commercial competition to ensure differentiation and brand uniqueness. The target market would require to be thoroughly analysed in terms of mass market/niche market, youth/mature market, male/female, non-conformist, fashion conscious, aspirational etc. On the technical level candidates should consider how the display product or packaging will be used throughout its life cycle; how the materials used offer advantages such as strength, safety, formability, printability; whether it is fully recyclable where relevant; whether it offers multi-benefits such ease of use, storage, assembly; and whether it offers shelf/store/gallery stand-out.

Similar consideration should be given to the marketing and branding of exhibition display and point of sale material.

From the outset of the creative process candidates should participate in presentations and refine their solutions through their own critical analyses and in light of feedback from tutors and their peer group. At the end of the Unit candidates should produce a written report explaining their design rationale and critically evaluating the final design solution. This along with other supporting audio or visual material would form the basis for an oral presentation.

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

While the Unit may be delivered as a stand-alone qualification it is intended to be an optional unit in the HNC/D Visual Communication group award, where it is anticipated that it would be delivered towards the end of the course when it would provide the opportunity for candidates to explore their chosen specialisation at a deeper level.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Graphic Design — Three Dimensional: Advanced

It is recommended Outcomes 1 and 2 and 3 be delivered in sequence but elements of Outcome 4 should be delivered as and when required for the practical Outcomes.

The choice offered by the three options of obtaining the brief should allow candidates to undertake a project which they are particularly interested in and which allows them to generate a very individual response whilst fostering a deeper understanding of this professional discipline. Candidates should be encouraged to share their research findings from the outset so they can receive feedback from tutors and peers on possible areas of research they may have overlooked. Candidates should exploit the wider cultural/social/political knowledge within the peer group and use the peer group as a forum for testing ideas.

Candidates should consult with tutors about a suitable ratio for scaled three-dimensional roughs and client visuals for larger items.

Assessment of Outcomes 1 – 3 should be by one or more instruments of assessment in the form of a complex three-dimensional graphics brief. Feedback from tutors and peer group will form formative assessment for Outcomes 2 and 3 throughout the delivery of the unit and the presentation in Outcome 4 provides the opportunity for summative assessment of Outcomes 1 – 3.

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

Candidates will be required as they undertake the Unit to analyse design concepts in depth and seek various types of solutions in a range of theoretical and practical situations. Checklists to support analytical evaluation of complex information accessed could be provided and might include criteria to ensure a check on the suitability for purpose and the needs of the proposed users. In planning designs to meet the practical requirements of clients, such variables as available resources and appropriate media will need to be identified and the significance of each analysed before a design approaches are selected. Developing the initial design ideas should further provide opportunities for enhancing problem solving skills to an advanced level. Evaluation which examines all stages of proposed solutions and their potential and actual impact will be on-going.

Candidates will need to produce and present materials to a standard which would be acceptable in industry and appropriate for a professional audience. This should include the use of technology to support research and oral presentation. Candidates should have opportunities to develop a sophisticated level of oral communication skills in questioning, giving information and responding to others in the most appropriate way.

The need to develop efficient systems of recording, coding and storing outline information for ease of reference should be emphasised. Candidates could develop skills in computerised record keeping and be made aware of the importance of saving materials and performing back ups.

Although skills in written communication are not formally assessed, candidates should be expected to express essential ideas, information accurately and coherently, to use a formal structure and format. Use of software to check language, spelling, punctuation and syntax for accuracy is good practice.



## **Higher National Unit specification: support notes (cont)**

**Unit title:** Graphic Design — Three Dimensional: Advanced

### **Open learning**

This Unit could be delivered by open learning provided additional planning and resources were put in place for candidate support, assessment and quality assurance. New authentication tools may have to be devised for assessment and re-assessment purposes.

For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## General information for candidates

### Unit title: Graphic Design — Three Dimensional: Advanced

This Unit will develop your ability to produce creative design solutions in response to a complex three-dimensional graphics brief. The brief could be self-initiated and self-authored, or part of a professionally organised national or international competition, or undertaken through an external professional body or agency. Whichever option you undertake the brief will require to be vetted and approved by the tutor delivering the Unit to ensure it fulfils the requirements of the Unit.

For **Outcome 1** you will undertake extensive research into the background of the brief using appropriate research methods such as library, internet, interviews, and analysis of primary sources. All research material, both textual and visual, will be compiled in a folder, sketchbook or series of worksheets and annotated so that your tutor/peer group can share your research findings and provide feedback on possible areas of research you may have overlooked. The annotation should be both analytical and evaluative and point to possible approaches to concept development. You will participate throughout the creative process in informal presentations to tutors/peer group.

For **Outcome 2** you will explore the target market and the brand/product personality relevant to the brief. You will then produce provisional concepts in sketchbook/worksheet form and select ideas for development through a series of more detailed, larger-scaled two/three-dimensional roughs. You will select a concept for final development and produce a scaled three-dimensional prototype/model rough.

For **Outcome 3** you will produce finished client visuals, to a scale that is practicable and relevant to the requirements of the brief, and supply accurate specifications for all items/applications specified in the brief.

For **Outcome 4** you will produce a report which explains the ideas and thought processes behind your design rationale and critically evaluates your final design solution. You will also undertake a presentation.