

Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the 3D Design HNC award. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit Title: 3D Design: Graded Unit 1

Graded Unit Code: DX44 34

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 1 HN Credit at SCQF level 7: (8 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 Access 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC 3D Design.

- ◆ develop a range of contemporary vocational skills within the context of 3D Design
- ◆ prepare candidates for employment in a 3D Design related post and places at HE establishments
- ◆ develop specialist technical skills and knowledge
- ◆ conduct independent project work involving the integration and application of a variety of skills within a determined time scale
- ◆ develop options to permit an element of vocational specialism

Recommended Prior Knowledge and Skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

Core Units:

Developmental Drawing

Art and Design: Creative Process

Digital Imaging

Art and Design Context

Art and Design Project

General Information for Centres (cont)

Core Skills: There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving, Communication and Working with Others.

Assessment: This Graded Unit will be assessed by the use of a practical assignment. The developed Practical Assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

This Group Award Graded Unit will be assessed by the use of a practical assignment. The practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates he/she has met the aims of the group award that this Group Award Graded Unit covers. The Graded Unit should be undertaken on an individual basis. Candidates should be given a set project which involves them in developing a finished product and which demonstrates understanding, development and application of a variety of knowledge and skills within a determined time scale. An exemplar instrument of assessment and marking guidelines have been produced to provide examples of the type of evidence required to demonstrate achievement of the aims of the Group Award covered by this integrative assessment and to indicate the national standard of achievement required at SCQF 7.

Administrative Information

Graded Unit Code: DX44 34

Graded Unit Title: 3D Design: Graded Unit 1

Original date of publication: August 2006

Version: 02 (October 2007)

History of Changes:

| Version | Description of change | Date |
|---------|--|----------|
| 02 | Stage 1 Planning — 25% changed to 15% Stage 2 Developing — 50% changed to 75% Stage 3 Evaluating — 25% changed to 10% Two bullet points moved from Stage 1 Planning to Stage 2. Bullet point 'The complete product' — add 'meets the requirements of the brief'. Two bullet points moved from Stage 3 to Stage 2. Bullet point 'Analyse the use of 3D elements — add '2D and'. | 17/10/07 |
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Source: SQA

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Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit Title: 3D Design: Graded Unit 1

Conditions of Assessment

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The project must involve a practical assignment culminating in a finished product, and candidates must demonstrate the application of the skills and knowledge that fall within the context of 3D Design. This assessment instrument is not concerned exclusively with practical activity — candidates are provided with a brief that allows them to prepare, plan and demonstrate creative skills.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

The candidate will be asked to:

- ◆ interpret a brief
- ◆ gather information in response to the brief
- ◆ demonstrate the ability to integrate research into creative design solutions
- ◆ produce a product to an acceptable professional standard
- ◆ evaluate the product

The practical assignment and the way it is planned should ensure candidates undertake individual research and investigation in relation to the given brief. The brief should create opportunities for the candidate to express and develop their own creativity. The projects should also fit centres available resources.

The most appropriate approach to the project is one that requires candidates to integrate skills to produce a creative solution to a given brief. The candidate should be asked to research, consider and develop creative solutions to produce a finished product of a professional standard.

Each candidate must provide his or her individual responses to the given brief and assessors must be satisfied that the work has been completed by the individual candidate. This should be presented in the form of a structured annotated sketch book, log book or 3D equivalent.

As part of the developmental stage the candidate should give a simulated client presentation.

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

| Grade A | Grade C |
|--|--|
| <p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ Sophisticated research approaches ◆ Critical and evaluative approaches ◆ Strategic thinking ◆ Exceptional technical skills ◆ Insightful solution to brief ◆ Refinement and originality of creative expression ◆ High visual impact ◆ Effective time management ◆ Professionalism | <p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Adequate research approaches ◆ Analysis of key factors ◆ Ability to identify problems ◆ Practical competence ◆ Adequate solution to brief ◆ Gestural creative expression ◆ Well presented ◆ Guided time management ◆ Professionalism |

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this graded unit based on the following grade boundaries.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

- A = 70% — 100%
 B = 60% — 69%
 C = 50% — 59%

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

| Project Stage | Minimum Evidence Requirements |
|---------------------------------|--|
| Stage 1 — Planning 15% | An action plan which contains: <ul style="list-style-type: none"> ◆ The candidates interpretation of the brief ◆ Aims of the practical assignment ◆ Identification of materials and resources and how they will be accessed ◆ Project overview and schedule <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p> |
| Stage 2 — Developing 75% | Developing Creative Solutions to a finished Product <ul style="list-style-type: none"> ◆ Design techniques ie 2D and/or 3D sketch design, thumbnails, roughs, should be produced as design documentation within the project ◆ Demonstrates the ability to integrate research into a finished product ◆ The completed project meets the requirements of the brief ◆ Demonstrates focus, concentration and confidence in the client presentation ◆ Responds appropriately when presenting work ◆ Analyse the requirements and their implications ◆ Review and update the action plan in the light of the experience ◆ Information gathered in response to the brief ◆ Investigation into possible alternative solutions |

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

| Project Stage | Minimum Evidence Requirements |
|------------------------------------|---|
| Stage 2 (cont) | <p>A written and visual record of the process underpinning the activity should be contained in an annotated sketch book or log book which should consist of the following:</p> <ul style="list-style-type: none"> ◆ The action plan ◆ Research and development ◆ Documentation of the design process ◆ Alternative design solutions ◆ Mentoring feedback <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p> |
| Stage 3 — Evaluating 10% | <p>The evaluation process should:</p> <ul style="list-style-type: none"> ◆ Identify strategies for development ◆ Analyse the client presentation skills ◆ Briefly outline the practical assignment ◆ Identify any knowledge and skills which have been gained or developed ◆ Analyses the use of 2D and 3D elements <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p> |

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 assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.