



Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the HND 3D Design Group 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 2

Graded Unit Code: F13R 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 2 HN Credits at SCQF level 8: (16 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.*

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

- ◆ develop a range of contemporary vocational skills within the context of 3D Design
- ◆ develop skills for preferred employment or further study
- ◆ 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 an awareness of ethical and professional issues
- ◆ develop an understanding of interdisciplinary connections between specialist areas

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:

F0MC 34	<i>3D Design: Digital Modelling</i>
DX2Y 35	<i>Creative Project for Artists and Designers</i>
F0MF 35	<i>Art and Design Context: Personal Investigation</i>
F0X7 35	<i>3D Design: Portfolio and Presentation</i>

General Information for Centres (cont)

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

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.

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/or skills within a determined time scale. The use of exemplar material is encouraged in order to aid assessment, demonstrate achievement and indicate the national standard of achievement required for this Graded Unit.

Administrative Information

Graded Unit Code: F13R 35

Graded Unit Title: 3D Design: Graded Unit 2

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History of Changes:

Version	Description of change	Date
02	Two bullet points moved from Stage 1 to Stage 2. Four bullet points moved from Stage 3 to Stage 2.	17/10/07
03	Update of Conditions of Assessment.	03/08/18

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 2

Conditions of Assessment

The candidate should be given a date for completion of the project. This should also indicate key target points throughout the duration of the project which will form deadlines. However, the instructions for the assessment task should be outlined in the design brief and 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 design brief (assessment task) and the completion date, assessors may answer questions; provide clarification, guidance and reasonable assistance through a mentoring process in which the candidate may be encouraged to consider different aspects of his/her preparation for the project. Normally, candidates will take part in an interim critique leading to a final critique on completion. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

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

Graded Unit Title: 3D Design: Graded Unit 2

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
- ◆ identify the client and user requirements for the project
- ◆ analyse possible solutions to the problems set in 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.

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 in response to the brief
- ◆ 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 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.

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.

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

Grade A	Grade C
Is a seamless, coherent piece of work which: ◆ Sophisticated research approaches ◆ Critical and evaluative approaches ◆ Strategic thinking ◆ Exceptional technical skills ◆ Detailed project planning ◆ Insightful solution to brief ◆ Refinement and originality of creative expression ◆ Heightened awareness of industrial procedures ◆ High visual impact ◆ Personally initiated effective time management ◆ Very high level of engagement with project ◆ Produces a product of a very high standard	Is a co-ordinated piece of work which: ◆ Adequate research approaches ◆ Analysis of key factors ◆ Ability to identify problems ◆ Practical competence ◆ Project planning ◆ Adequate solution to brief ◆ Gestural creative expression ◆ Satisfactory awareness of industrial procedures ◆ Presentation skills ◆ Time management ◆ A level of engagement with project ◆ Produce a product of acceptable standard

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.

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. As evaluation is part of the on-going design process, it should be integrated with the development stage throughout. 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.

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

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning <i>15% of the marks</i>	An Action Plan which contains: ♦ The candidate's interpretation of the brief with evidence of analysing what is involved in the project ie identification of the key factors influencing the project and how they relate to one another and their relative importance. ♦ Aims of the practical assignment. ♦ Identification of materials and resources and how they will be accessed ie sources of information, procedures to be followed, equipment used and approach to be taken. ♦ Project overview and schedule. <i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i>
Stage 2 — Developing <i>75% of the marks</i>	Developing Creative Solutions to a Finished Product The Development stage should include the following: ♦ 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 product. ♦ Demonstrates focus, concentration and confidence in the client presentation. ♦ Responds appropriately when presenting work. ♦ Information gathered in response to the brief ie research evidence which demonstrates knowledge of current trends and developments in the profession. ♦ Investigation into possible alternative solutions. ♦ Analyse the requirements and their implications ♦ Review and update the action plan in the light of the experience ♦ Identify and gather appropriate evidence, comparisons and market research ♦ Include references to any modifications during the course of the project or alternative approaches considered

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

Project Stage	Minimum Evidence Requirements
Stage 2 (cont)	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: ◆ The action plan ◆ Research and development ◆ Documentation of the design process ◆ Alternative design solutions ◆ Mentoring feedback <i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i>
Stage 3 — Evaluating <i>10% of the marks</i>	The evaluation process should: ◆ briefly outline the practical assignment ◆ identify any knowledge and skills which have been gained or developed ◆ analyse the use of 3D and 2D elements ◆ identify strategies for development ◆ analyse skills in presenting to a client The evaluation stage should focus on the effectiveness of the approach taken by the candidate and include references to all stages of the activity from: ◆ analysis of the brief ◆ planning and organisation of the project ◆ carrying the project through to completion and ◆ the outcome of the project. Candidates should: ◆ identify the criteria on which to base the evaluation ◆ explain the relevance of the evidence and its effectiveness to the project ◆ include conclusions as to how the project could be improved with evidence to support conclusions drawn ◆ include recommendations with justifications <i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i>

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

Support Notes

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

As this Unit is candidate initiated and candidate driven, it requires only guidance and direction on the part of the lecturer. Primarily, the role of lecturer is that of mentor. The expectation is that the candidate works independently in a creative, expressive and professional manner, displaying time management skills in order to secure successful completion of the Unit.

Each of three stages of the Unit should demonstrate a clear indication of thorough understanding on the part of the candidate on each stage in equal measure. Problem solving skills, analysis of requirements and evaluative abilities should be evident.

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Equality and inclusion*, which is available on SQA's website: www.sqa.org.uk.

General Information for Candidates

Graded Unit Title: 3D Design: Graded Unit 2

This Unit is designed to bring together all the skills you have learned to date and to give you an opportunity to demonstrate competencies in your chosen 3D Design field. This Unit allows you to:

- ◆ develop a range of contemporary vocational skills within the context of 3D Design
- ◆ develop skills for preferred employment or further study
- ◆ 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 an awareness of ethical and professional issues
- ◆ develop an understanding of interdisciplinary connections between specialist areas