



Higher National Unit specification: general information

Unit title: Working in the Field of Visual Communication

Unit code: H389 34

Superclass: KA

Publication date: February 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This is a mandatory Unit in the Higher National Certificate and Higher National Diploma in Visual Communication. It can also be taken as a freestanding Unit.

The Unit is suitable for candidates who may be considering a career in the field of visual communication. Candidates taking this Unit will develop investigative skills by researching the historical, cultural and economic development of visual communication within a chosen sector. They will also investigate current roles and opportunities, and responsibilities of employers and employees.

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

- 1 Investigate the historical, cultural and economic development of visual communication within a chosen sector.
- 2 Investigate employment in the field of visual communication within a chosen sector.

Recommended prior knowledge and skills

Access to this Unit is at the discretion of the centre. Candidates should have good research and communication skills.

Credit points and level

1 Higher National Unit 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.*

General information (cont)

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of the Higher National Certificate and Higher National Diploma in Visual Communication, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The assessment exemplar for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable Instrument of Assessment. Centres wishing to develop their own assessments should refer to the assessment exemplar to ensure a comparable standard. Assessment exemplars are available on SQA's secure website.

Higher National 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.

Please refer to Knowledge and/or Skills for the Unit and Evidence Requirements for the Unit after the Outcomes.

Outcome 1

Investigate the historical, cultural and economic development of visual communication within a chosen sector.

Knowledge and/or Skills

- ◆ Research skills
- ◆ Historical development of visual communication
- ◆ Cultural and economic importance of visual communication
- ◆ Copyright and plagiarism issues affecting visual communication

Evidence Requirements

Candidates will need to provide written and/or oral recorded evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify and describe key sectors for the field of visual communication
- ◆ identify and describe the historical development of visual communication within a chosen sector
- ◆ identify and describe the cultural and economic importance of visual communication within this sector
- ◆ explain why copyright and plagiarism are important issues for visual communication within this sector

Higher National Unit specification: statement of standards (cont)

Unit title: Working in the Field of Visual Communication

Outcome 2

Investigate employment in the field of visual communication within a chosen sector.

Knowledge and/or Skills

- ◆ Employment opportunities
- ◆ Employer and employee responsibilities
- ◆ Skills, qualifications and qualities required

Evidence Requirements

Candidates will need to provide written and/or oral recorded evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify and describe current areas of employment in the field of visual communication within a chosen sector
- ◆ identify and describe job roles and career paths in the field of visual communication within this sector
- ◆ identify and describe the skills, qualifications and qualities required to fulfil a specific role
- ◆ identify and describe the responsibilities of employers and employees within this role

Candidates will be given a clear brief covering all Evidence Requirements. This evidence must be generated by candidates on their own, at appropriate points, as they develop the necessary knowledge and skills. Centres must ensure that this evidence is the candidate's own work. Evidence can be in hard copy or digital format.

Higher National Unit specification: support notes

Unit title: Working in the Field of Visual Communication

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

The Unit is designed to provide candidates with knowledge of visual communication in terms of its historical cultural and economic development within a chosen sector. Candidates will also investigate current roles, opportunities and responsibilities of employers and employees within a chosen sector in an area of visual communication.

Outcome 1

Tutors may direct formative exercise/discussion to consider existing knowledge of visual communication.

Sectors could include:

- ◆ graphic design
- ◆ illustration
- ◆ new media
- ◆ web design

Candidates could describe the inception of the field of visual communication, and how the advent of digital technology and the internet has brought about many changes — online books, music, photography and other forms of visual art.

The cultural and economic importance of visual communication within their chosen sector could include information as to how certain roles are integral to the success of visual communication in relation to the creative industries, particularly those which require technical knowledge and skills.

Candidates must also explain why copyright and plagiarism are important issues for visual communication. This could include a brief definition of each term, the issues relating to each, and how they relate to each other.

Outcome 2

Candidates could investigate working for a design company/department. Roles could include, freelance designer, in-house contract designer, or partnership working. Candidates may wish to highlight the advantages and disadvantages of these roles, as well as related career paths and opportunities.

The skills, qualifications and qualities required to fulfil a specific role within the sector should relate to one of the described roles.

Identification and description of the responsibilities of employers and employees within a chosen role could include health and safety, personal liability, etc.

Higher National Unit specification: support notes (cont)

Unit title: Working in the Field of Visual Communication

Guidance on the delivery of this Unit

Access to resources that allow candidates opportunities to investigate visual communication in different sectors and update workbooks will be invaluable during delivery. Workbooks can be paper-based or digitally devised.

Contextualisation of visual communication in relation to the creative industries should be reinforced during delivery by, for example, offering demonstrations, lectures and tutorials. Visits or guest speakers from related organisations may also add further value to the contextualisation of working in the area of visual communication for candidates.

Guidance on the assessment of this Unit

Centres could integrate the delivery and assessment of this Unit with other Units in the Higher National Certificate/Higher National Diploma in Visual Communication using a thematic approach. Appropriate Units may be:

- ◆ *Visual Communication: An Introduction* (SCQF level 7)
- ◆ *Visual Communication: Social Media* (SCQF level 7)
- ◆ *Preparing for a Role in the Field of Visual Communication* (SCQF level 8)

The assessment for each Outcome can be on an individual basis or combined as part of a single assessment for this Unit. Candidate evidence can be submitted in hard copy or digital format, or a combination of both.

Assessment Guidelines

In Outcome 1, candidates are required to provide evidence that reflects their research into the historical, cultural and economic development of visual communication within a chosen sector. The chosen sector should be agreed with the tutor. Assessment evidence could be presented as an annotated workbook/portfolio which can be paper-based, digital, or a combination of both. Research materials used should be referenced/credited in the workbook/portfolio.

In Outcome 2, candidates are required to provide evidence that reflects investigation into employment in the field of visual communication within a chosen sector. The chosen sector should be agreed with the tutor. Assessment evidence could be presented as an annotated workbook/portfolio which can be paper-based, digital, or a combination of both.

The assessment may form part of a holistic approach which could combine both Outcomes into one Instrument of Assessment. Research from Outcome 1 could form the basis of the investigation into employment in Outcome 2.

Higher National Unit specification: support notes (cont)

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Online and Distance 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's evidence.

The investigative elements of this Unit can be undertaken using the internet if this is appropriate within the centre. This would facilitate an online learning approach. Candidates and centres may also choose to store their evidence in a digital format, eg e-portfolio, which could facilitate remote access for tutors for assessment purposes.

Opportunities for developing Core Skills

During this Unit candidates will be researching, investigating and providing solutions in relation to a given brief, and presenting information. They may be using a variety of software packages and/or accessing the internet to gather information and/or images. These activities provide opportunities to develop aspects of the Core Skills of:

- ◆ *Communication*
- ◆ *Problem Solving*
- ◆ *Information and Communication Technology*

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Working in the Field of Visual Communication

The field of visual communication encompasses various sectors, such as, graphic design, illustration, new media, or web design.

In Outcome 1, research will give you an opportunity to discover how the field of visual communication came to be, and you will investigate the cultural and economic importance of visual communication within a chosen sector. For example, you may explore how the advent of digital technology and the internet has resulted in many changes in visual communication, and how certain roles make an important contribution to the economy. You will also explain why copyright and plagiarism are important issues for visual communication.

Your evidence will be gathered in a workbook/portfolio which can be paper-based, digital, or a combination of both.

In Outcome 2, you will investigate employment in the field of visual communication within a chosen sector. This may be the same sector you chose in Outcome 1. You will identify and describe current areas of employment in visual communication within the sector, research job roles and career paths, and the skills, qualifications and qualities required for a particular role. Your investigation will also include employer and employee responsibilities for a specific role.

Your evidence will be gathered in a workbook/portfolio which can be paper-based, digital or a combination of both.

Your tutor may allow you to combine both Outcomes and produce evidence in a single workbook/portfolio.