



Higher National Unit Specification

General information

Unit title: Art and Design: Group Work (SCQF level 8)

Unit code: HM05 35

Superclass: AG

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Version: 01

Unit purpose

This unit is designed to enable learners to work on group project and produce a resolved work to a given or self-generated brief.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Research a given topic and develop a project proposal.
- 2 Develop a range of concepts and produce a resolved final project.
- 3 Present and evaluate the final project.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the unit

Access to this unit is at the discretion of the centre. Learners should have completed HN Units in Art and Design at SCQF level 7 or have similar qualifications or experience.

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for 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 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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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 a given topic and develop a project proposal.

Knowledge and/or skills

- ◆ Research skills and sources
- ◆ Project aims and objectives
- ◆ Concept options
- ◆ visual reference material selection
- ◆ Identifying appropriate processes, methodology and materials

Outcome 2

Develop a range of concepts and produce a resolved final project.

Knowledge and/or skills

- ◆ Developing and refining ideas
- ◆ Project planning
- ◆ Time management
- ◆ Collaborative working
- ◆ appropriate media and methodology to produce the project
- ◆ Process and produce the project

Outcome 3

Present and evaluate the final project.

Knowledge and/or skills

- ◆ Presentation techniques and formats/platforms
- ◆ Evaluation techniques
- ◆ Strengths and weaknesses
- ◆ Reflection on the creative decisions and the working process

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ research and collate examples of techniques and production styles.
- ◆ analysis of the requirements of the project.
- ◆ amend and refine selected concept options.
- ◆ identify and compose a method for production and delivery.
- ◆ produce a proposal outlining the scope of the project.

Outcome 2

- ◆ develop concepts showing a variety of possible solutions.
- ◆ identify and utilise selected method of production for the project.
- ◆ demonstrate examples of collaborative working.
- ◆ show evidence of a time management plan.
- ◆ create a resolved production which meets the requirements of the brief.

Outcome 3

- ◆ present the final project.
- ◆ analyse the creative decisions undertaken.
- ◆ evaluate the individual learner's participation in the group project.
- ◆ evaluate the effectiveness of the collaborative working within the project.

These outcomes could be assessed individually or part of a holistic assessment for the whole unit.



Higher National unit Support Notes

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Unit support notes are offered as guidance and 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 enable learners to work on a group project and produce a resolved work to a given or self-generated brief. This unit is intended to allow the learners to study a selected discipline within the area of computer art and design.

Outcome 1

Learners should be presented with an initial project outline. The learners may reply with a specific proposal, strictly following the original guidelines or with a self-generated response. Project outlines should be generated to allow for creative interpretation. Learners should be encouraged to research from a wide source of references, which should encourage a creative response to the project. This might include historical, contemporary or social influences. Research work may be collated in either sketchbook/workbook or in a digital format. The project proposal may be written or presented orally.

Outcome 2

Prominence should be placed on the creative process and the interpretation of the project. Concepts should be analysed and fully explored. Learners should be encouraged to evaluate work in progress and make judgements regarding approaches and options. Collaborative working should be utilised to encourage skill-sharing, communication and reflect industry practice in the selected discipline. A considered use of media and a variety of methods and approaches should be in evidence. The size of the group should be determined by the type of production selected and at the discretion of the centre. The final project should be produced in a manner appropriate to the chosen media field.

Outcome 3

The production should be presented in a resolved format to the assessor, peer group or an audience as required by the proposed outline. Evaluation of the project should include the individual learner's participation, the team working practice of the group and the consequence of the creative decisions taken during the project.

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this unit

This unit is likely to form part of a group award, which is designed to provide learners with the opportunity to develop their skills exploring the creative process and apply them within a group working structure. It offers the opportunity to select a project from different fields within the art and design area. This could include: time-based media, 2D or 3D animation, graphic design publication, exhibition, performance, installation, interactive design, product construction, etc. The unit may be delivered independently or in conjunction with other units. In the case of the latter, an assessment matrix should be produced.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1

The extensive range of the possible productions may determine the option of assessment solutions selected. The research may take the form of sketchbook, digital notebook, online presentation, blogs, etc. materials may be collated as sketches, photographs, articles, cut outs, etc. The proposal may be written as a document with supporting images, as an oral delivery or presentation. It could be generated as individual or collaborative work. Individual learner's proposals could form the basis for a redeveloped group proposal.

Outcome 2

Development work may be presented in a range of methods appropriate to the subject area. This might include sketchbook/digital workbook, online reports, group/individual presentations, written report, etc. These may be submitted as work to be assessed or presented at group meetings. Materials should be selected for their suitability to the relevant style and content of the project. Time management and defined areas of collaborative working should be clarified to aid the individual assessment process. Evidence for the group working could be collated from the following: an online blog, minutes/reports from meetings, tutor observational checklist, etc. The final presentation of the project should be assessed to a suitable level consistent to the type of production undertaken.

Higher National Unit Support Notes (cont)

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Outcome 3

The presentation of the resolved production may be submitted to the assessor, the group or an audience as appropriate to the nature of the project. The evaluation should examine the participation of the individual learner and analyse the group collaborative process. It should reflect on the strengths and weaknesses of the production and suggest possible solutions for future ventures. The report should offer a personal account on the decision making process concerning the creative process and assess the merit of the decisions taken and identify where improvements could be made. This evaluation may take the form of a written report or an oral presentation. Both methods could incorporate images and other support media as a method to assist the report.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment, which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres that wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Problem Solving: Critical Thinking at SCQF level 6

Learners will identify and analyse the factors affecting the project. They may have to make decisions on competing demands, for example time, quality, and cost. The learners will then evaluate the situation then develop and justify an approach to deal with it. At this level, learners will need to undertake research from various sources to analyse the problem and support the decision on an appropriate approach.

Problem Solving: Planning and Organising at SCQF level 6

Learners will develop a plan to deal with the factors affecting the situation or issue. The learners will firstly identify the steps involved and then devise the action plan, making clear the order in which the steps need to be carried out and the relationship between them. The action plan may include steps that can be carried out simultaneously. Learners will identify who is to carry out the steps. Learners will identify resources to be used; these may include equipment, information, people, and money.

Higher National Unit Support Notes (cont)

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Problem Solving: Reviewing and Evaluating at SCQF level 6

On completion of the project, the learners will decide on how effective each stage of the problem solving activity has been. Learners may also consider the effectiveness of any amendments made to the action plan during its implementation. Learners will gather evidence to support their evaluation. They will consider the evidence, make their evaluation based on this, and will then suggest modifications or alternatives for improving future problem solving activities. Learners will justify their evaluation and provide recommendations from the evidence they have gathered.

Working with Others: Working Co-operatively with Others at SCQF level 6

This involves the ability to work with others, to use interpersonal skills appropriately, to recognise and value the roles of other people, to take responsibility for their own contribution, to identify emerging role changes, to adapt their own behaviour to accommodate changing dynamics, and to support co-operative working in appropriate ways.

History of changes to unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed as a practical creative project that offers the opportunity to participate in a group to assist in the process of working on a larger scale production. The collaborative practice allows the experience to share skills, responsibilities and cooperate in a productive manner. You will be encouraged to work creatively throughout the project within the chosen field of the creative industries.

It is designed to allow you the opportunity to bring together your skills and knowledge of your subject to realise a final project.

This unit is split into three areas and concentrates on the following:

- 1 Research a given topic and develop a project proposal.
- 2 Develop a range of concepts and produce a resolved final project.
- 3 Present and evaluate the final project.

Outcome 1 relates to the research of the project. You should identify the aims and objectives, and any other significant issues relating to the final project such as historical, contemporary or social references. All research should be kept in the form of a sketchbook/workbook or in an electronic format. All research should be retained and annotated showing how it applies to your project. Write a proposal as to how you intend to approach the group work project and what it will involve.

Outcome 2 relates to the development of your ideas. You should consider a range of creative possibilities. The appropriate materials should be utilised and your creative concepts should be analysed and recorded. Collaborative working and time management will be factored into the workflow. You will create and deliver the final completed production. This should demonstrate a connection with your research and development. The final project solution should demonstrate the appropriate use of materials, lines of enquiry and the most suitable method of presentation.

Outcome 3 relates to presenting of your project and reflecting on its merits. You should present an analysis of the working process and comment on the strengths and weaknesses of the creative practice, expanding on the decisions made during the production. This should include a reflection on your personal participation and a commentary of the group working process during the project.

In order to complete this unit successfully, you will be required to demonstrate that you have achieved success in all three outcomes.