



## **National Unit specification: general information**

**Unit title:** Art and Design: Visual Presentation (SCQF level 7)

**Unit code:** F9XE 13

**Superclass:** JA

**Publication date:** September 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

## **Summary**

In this Unit candidates will develop skills and techniques which will allow them to review and prioritise a given body of Art and/or Design work, identifying essential ideas and information before preparing and making a visual presentation.

This Unit is suitable for candidates who:

- ◆ are undertaking a general programme of Art and Design Units
- ◆ are preparing portfolios for employment or progression for Art school or university.

## **Outcomes**

- 1 Review and prioritise a given body of work in preparation for visual presentation.
- 2 Develop ideas for a visual presentation in light of resources and constraints.
- 3 Present and communicate ideas and information creatively.

## **Recommended entry**

While entry is at the discretion of the centre the candidates ideally should have completed a variety of Art and Design Units at SCQF level 6.

## **Credit points and level**

1 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)**

**Unit title:** Art and Design: Visual Presentation (SCQF level 7)

### **Core Skills**

There is no automatic certification of Core Skills in this Unit. Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

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

**Unit title:** Art and Design: Visual Presentation (SCQF level 7)

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.

### **Outcome 1**

Review and prioritise a given body of work in preparation for a visual presentation.

#### **Performance Criteria**

- (a) Identify and show understanding of the main ideas and information.
- (b) Select essential ideas and information for visual presentation.
- (c) Identify the audience and purpose for the presentation.

### **Outcome 2**

Develop ideas for a visual presentation.

#### **Performance Criteria**

- (a) Investigate a variety of approaches for communication taking account of purpose and audience.
- (b) Identify and list relevant resources and applicable constraints.
- (c) Select and justify an appropriate format for the presentation.
- (d) Produce support material to accompany the presentation.

### **Outcome 3**

Present and communicate ideas and information creatively.

#### **Performance Criteria**

- (a) Select and prioritise relevant ideas and information suitable for presentation.
- (b) Collate, manage and organise all ideas and information effectively.
- (c) Apply appropriate visual communication skills consistently and with precision.

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

**Unit title:** Art and Design: Visual Presentation (SCQF level 7)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence and product evidence will be produced to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria.

Candidates will produce evidence of:

- ◆ identification and listing of the main headings of essential ideas and information
- ◆ identification and listings of the purpose and audience for communication
- ◆ listings of major resources (ie bibliographies, references, extracts) and constraints
- ◆ experimental work of format(s) appropriate to intentions, showing evidence of: consideration and trialling of different modes of communication; awareness of properties and potential of these; selection and justification of a single format of presentation.
- ◆ a single structured visual presentation incorporating a number of complimentary parts. This may be produced for joint simultaneous or sequential viewing and will show understanding and ability in the application of relevant visual communication skills.

The evidence for this Unit must be produced under open-book conditions throughout delivery of the Unit, with progress monitored by teachers/lecturers on an ongoing basis.

The work may be presented in any suitable format.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. If a centre wishes to design its own assessments for this Unit, they must be of a comparable standard.

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

**Unit title:** Art and Design: Visual Presentation (SCQF level 7)

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**

This Unit is an optional Unit of the National Certificate in Art and Design at SCQF level 6. It can also be taken as a free standing Unit.

The purpose of the Unit is concerned with the selection, management and presentation of information for an identified audience. The content which is the subject of this Unit may arise from work produced for another Art and Design Unit(s).

### **Guidance on learning and teaching approaches for this Unit**

The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

This Unit may involve presentation of evidence from other Art and Design Units. In these circumstances, while generating evidence in the other Unit(s), the eventual purpose and destination of evidence should be borne in mind. Also, as the other Units develop it may well be possible for some preliminary selection and preparation of evidence to be undertaken. Within this Unit, it will be permissible for brief material to be generated which is additional to that arising from other Units, although only in so far as this is deemed necessary or desirable to aid clarity of presentation/communication.

Resources will include materials, time and space. Constraints will include costs, space and deadlines. Other issues of resources and/or constraints may apply in particular circumstances.

In terms of the form of visual presentation, opportunities exist for imaginative interpretation of possibilities offered. While written dissertations will be acceptable, folios, video, multimedia, computer-generated presentations and other forms will be possible.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of candidates' particular needs should be taken into account when planning learning experiences and selecting assessment instruments.

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

**Unit title:** Art and Design: Visual Presentation (SCQF level 7)

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

Candidates will have opportunities to develop aspects of the Core Skill of Communication through teacher/lecturer led group discussions.

Candidates will have opportunities to develop aspects of the Core Skill of Problem Solving during the investigation and production of the presentation.

Candidates will have opportunities to develop aspects of Information technology during the process of developing the visual presentation.

### **Guidance on approaches to assessment for this Unit**

A suitable instrument of assessment for this Unit would be a practical exercise. The Outcomes may be assessed on an individual basis or a combined staged assessment can be used to cover all three Outcomes.

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist students in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Bank of Assessment to assist with this. Each item of evidence produced should be clearly identified with the Outcome it supports and the Performance Criteria to which it relates.

A variety of means of assessment should be used and include:

- ◆ candidate/teacher/lecturer review of candidates' management of time, resources and progress
- ◆ interim review of selected evidence
- ◆ individual tutorials

A variety of instruments of assessment should be used, including:

- ◆ candidate self-assessment and/or peer assessment
- ◆ planned candidate/teacher/lecturer discussion/evaluation
- ◆ summative assessment

Teachers/lecturers should be satisfied that the evidence submitted is the work of the individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to candidate assessment evidence must be carried out on an individual basis to ensure authenticity.

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

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### **Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### **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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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