



Art and Design (Design): Design Enquiry (Advanced Higher) Unit

SCQF: level 7 (16 SCQF credit points)

Unit code: H7W1 77

Unit outline

The general aim of this Unit is to engage learners in an intensive and personally selected design enquiry. In the Unit, learners will develop personal creativity, design-based problem-solving skills and higher-order thinking skills while working independently to develop, refine and produce creative and sophisticated design ideas in response to a design brief.

They will define design needs, opportunities or problems before using a wide range of design materials, techniques and/or technology experimentally and with sophistication to develop and refine their design ideas in 2D and/or 3D formats. On completion of this Unit, learners will be able to develop, sustain and realise creative lines of design enquiry, taking account of design area requirements.

Learners who complete this Unit will be able to:

- 1 Plan a personal design enquiry
- 2 Produce investigative work in response to the design brief and outline plan
- 3 Develop and refine developmental concepts and ideas

This Unit is a mandatory Unit of the Advanced Higher Art and Design (Design) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Advanced Higher Art and Design (Design) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Art and Design (Design) Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Art and Design Course or relevant component Units

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. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Plan a personal design enquiry by:**
 - 1.1 Producing a design brief establishing a personal focus to the enquiry
 - 1.2 Selecting design stimuli and collating visual investigative research material for the design enquiry
 - 1.3 Analysing opportunities and design constraints with reference to their understanding of designers and design practice
 - 1.4 Planning initial approaches for developing design ideas and concepts

Outcome 2

The learner will:

- 2 Produce investigative work in response to the design brief and outline plan by:**
 - 2.1 Producing visual research and investigation showing in-depth understanding of the design process
 - 2.2 Using a range of design materials, techniques and/or technology in effective and highly creative ways
 - 2.3 Analysing the impact of their creative decisions and choices and their personal response to the design brief

Outcome 3

The learner will:

- 3 Develop and refine developmental concepts and ideas by:**
 - 3.1 Developing initial design ideas and concepts towards potential design solution(s)
 - 3.2 Using a range of advanced problem-solving and planning skills in the design process
 - 3.3 Independently evaluating their design work and practice

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will include a combination of practical, written/annotated and/or recorded evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

In this Unit, learners will be required to provide evidence of:

- ◆ a design brief and outline plan for the design enquiry, showing in-depth understanding of the design process and the design area requirements
- ◆ applying knowledge and understanding of designers' work and practice when developing their own design work
- ◆ producing highly focused, contextual visual investigation material and market research related to the design area
- ◆ producing a series of effective experimental and creative design ideas and initial design concepts
- ◆ independent thinking skills, critical discrimination and assured design decision making

Exemplification of assessment is provided in *Unit Assessment Support*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: April 2015 (version 2.0)

Superclass: JC

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Page 1: 'Unit outline' section — wording revised; Outcomes 1 and 3 revised. Page 3 — Outcome 1 revised; Assessment Standards 1.1, 1.2, 1.3 and 1.4 revised; Assessment Standards 2.1, 2.2 and 2.3 revised; Outcome 3 revised; Assessment Standards 3.1, 3.2 and 3.3 revised. Page 4: 'Evidence Requirements' section — bullet points revised.	Qualifications Development Manager	April 2015

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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