

National Unit Specification: general information

UNIT Design Realisation (Higher)

NUMBER D9GF 12

COURSE

SUMMARY

This unit is designed to enable candidates to engage with the design process. The candidates will work with a client to a design brief working through initial ideas, to development of design concepts, through to developing and refining the design concept.

OUTCOMES

1. Identify and investigate a range of design concepts related to a selected brief.
2. Develop a range of design concepts from the investigative stage.
3. Develop and refine the design concept.

RECOMMENDED ENTRY

Access is at the discretion of the centre.

CREDIT VALUE

1 Credit at Higher (6 SCOTCAT points*) at SCQF level 6.

**SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: VF

Publication date: March 2017

Source: Scottish Qualifications Authority

Version: 02

© Scottish Qualifications Authority 2003, 2017

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: general information (continued)

UNIT Design Realisation (Higher)

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

National Unit Specification: statement of standards

UNIT Design Realisation (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Identify and investigate a range of design concepts related to a selected brief.

Performance criteria

- a) Identify and investigate the particular area of design related to the brief.
- b) Research contextual solutions in the chosen area of design.
- c) Explore initial design possibilities for the problem set by the brief.
- d) Consider other historical, contemporary and social influences in relation to the brief.

Evidence requirements

Practical evidence containing design possibilities and related written and/or oral evidence supporting the design concepts.

OUTCOME 2

Develop a range of design concepts from the investigative stage.

Performance criteria

- a) Produce a range of outline possibilities related to the brief.
- b) Suitable media and materials are explored.
- c) An individual concept is selected for further development and refinement.

Evidence requirements

Practical evidence of 2D or 3D concepts. At least four concepts should be evident with one concept further developed and refined.

OUTCOME 3

Develop and refine the design concept.

Performance criteria

- a) Rationale for selection of particular design solution is expressed clearly.
- b) Proposed design meets all requirements of the brief.
- c) Design refinement is undertaken.
- d) Selected design solution is fully explored in relation to the brief.

National Unit Specification: statement of standards (cont)

UNIT Design Realisation (Higher)

Evidence requirements

Evidence should be presented in any preferred format of design development to include annotations and related sketches. The design selected should show a personal response and clear rationale.

National Unit Specification: support notes

UNIT Design Realisation (Higher)

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 aim of this unit is to encourage the candidate to understand the design process. Areas of design which could form the basis of study are at the discretion of the centre and therefore could be either 2 or 3 dimensional in nature for example, graphics, interiors, fashion, jewellery, product and so forth. The process follows – research and production of initial concepts; the selection and development of a chosen concept; the identification of materials and processes involved in the production of the design.

Outcome 1

PC(a)

Based on a chosen brief, the candidate should identify a specific area within a specialist area of design that they will follow through to a design solution, for example, packaging within graphic design, body adornment within jewellery, childrens' wear within fashion design, light fittings within interior design or costume for a specific theatrical performance or production and so forth. The brief may be taken from the work undertaken in the unit *Design in Context*. Written notes should be made to identify the key areas of the brief that require investigation.

Initial design ideas should be explored in an annotated sketchbook/workbook or in sheet form, if appropriate, showing examples of visual research as well as written notes. The candidate should indicate that relationships are being identified between the chosen design area and its contextual issues, ie if a piece of jewellery were to be designed in the style of Art Deco, the candidate should identify what was happening during that period to influence the style, or if a poster were to be designed showing influences of the Sixties, issues relating to that period should be investigated. Evidence gathered in the form of research, can be taken from books, newspapers, exhibitions, the internet, magazines, journals, tutor notes etc. A variety of concepts should be investigated.

The candidate should demonstrate awareness of their chosen market in relation to chosen brief and/or client requirements. This should be evidenced both through written and visual methods eg Mood board.

Outcome 2

PC (a), (b) and (c)

From the possibilities produced in Outcome 1, the candidate should analyse which of their ideas could be further developed, to produce a design solution. Explore concepts and ideas through a comprehensive range of suitable media including mixed media, drawing – technical or freehand, fabric, wire etc. These could be in a sketchbook/workbook format or in sheet format as part of a portfolio. Emphasis should be on exploring a wide range of appropriate concepts. By the end of this outcome, the candidate should identified one particular concept that they wish to further develop towards a final design idea, indicating that the idea being explored is appropriate to the brief. An individual approach should be apparent throughout.

Outcome 3

The candidate should show a personal response identifying why they have selected a particular design concept for development and should make a short written and/or oral evaluation.

National Unit Specification: support notes (cont)

UNIT Design in Realisation (Higher)

Once an idea has been identified and justified, further refinement of the design, in terms of its detail should be undertaken. This refinement may take the form of further drawings and sketches, use of digital equipment etc.

The candidate should clearly demonstrate through written notes in their workbook/sketchbook, that they understand the potential market for their design ie target market – people, gender, age, economic implications, and that the proposed design clearly answers the requirements of the brief.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The tutor should encourage candidates to carry out a relevant and substantial body of initial research that will allow for a range of possible design concepts to be developed. Enquiry should be encouraged through the recording of visual information with supporting written annotation. Where possible the use of workbooks or sketchbooks should be encouraged to record written and sketch proposal information, along with developmental drawings. By producing maquettes or samples of their developmental designs, the candidate will investigate the use and properties of materials.

Where possible, tutors should show candidates examples of finished design work and encourage discussion as to the materials used; fitness for purpose; target market etc.

The unit's activities could be centred on a set of assignments set by the tutor. However, the candidate should be encouraged to show evidence that they have played a directive part in determining the design concepts which lead to a solution to the brief.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

PC (a) - Written and/or oral evidence identifying reasons for selection of particular area of design.

PC (b) - Written and/or oral evidence of the contextual solutions within the chosen area of design.

PC (c) – Practical assignment to explore initial design possibilities in relation to the brief.

PC (d) – Annotated examples of visual research.

Outcome 2

PCs (a), (b) – Practical assignment to produce a range of initial concepts using appropriate media and materials.

PC (c) – Practical exercises to select one concept, which will be used for further development towards a final design solution.

Outcome 3

PCs (a), (b) – Annotated visuals which clearly identify the reasons for selection of a particular concept in relation to the brief.

PC (c) – Practical assignment to produce refined design ideas.

PC (d) – Written evidence to identify that the final design solution is appropriate in relation to the brief, indicating a personal response.

National Unit Specification: support notes (cont)

UNIT Design in Realisation (Higher)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

History of changes to unit

Version	Description of change	Date
02	Minor changes to PCs (b) and (c) in Outcome 1 to allow unit to be used by wider audience. Word count removed from evidence requirements.	27/03/2017

© Scottish Qualifications Authority 2016, 2017

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.