



National Unit Specification: general information

UNIT Art and Design: Personal Project (SCQF level 6)

CODE F51M 12

SUMMARY

This Unit is designed to enable the candidate to develop a personal creative response to an Art and Design investigation project. The Unit allows the candidate to develop an individual creative response for a personally directed project. In this Unit the candidate will plan and produce a brief, gather information in response to the brief and then integrate and develop the research into creative ideas and/or concepts and final art or design work culminating in an evaluation of the process and product.

This Unit is suitable for candidates who:

- ◆ are undertaking a general programme of art and design Units
- ◆ wish to work creatively and in a more independent and self directed manner

OUTCOMES

- 1 Produce a plan for a personal project.
- 2 Develop ideas and/or concepts in response to the brief.
- 3 Evaluate the creative potential of the development work.
- 4 Produce a final art or design work.
- 5 Evaluate the process and final art or design work.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from previous experience of an art or design course or Units.

Administrative Information

Superclass: JA

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CREDIT VALUE

2 credits at Higher level (12 SCQF credit points at SCQF level 6*).

**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.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

- | | |
|------------------------|---------------------------------|
| ◆ Complete Core Skills | Problem Solving at SCQF level 6 |
| ◆ Core Skill component | None |

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

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.

OUTCOME 1

Produce a plan for a personal project.

Performance Criteria

- (a) Select a theme or topic for a personal project.
- (b) Produce a personal project brief.
- (c) Identify the key tasks and stages for the personal project.
- (d) Identify resources and research material necessary for completion of the personal project.
- (e) Identify key timescales and review dates for the personal project.

OUTCOME 2

Develop ideas and/or concepts in response to the brief.

Performance Criteria

- (a) Select research material with development potential in response to the brief.
- (b) Use effective media handling skills and techniques in the progressive development of ideas and/or concepts.
- (c) Demonstrate a personal and creative response in the development of a range of ideas and/or concepts for the personal project.

OUTCOME 3

Evaluate the creative potential of the development work.

Performance Criteria

- (a) Evaluate the strengths and areas for improvement in the collated development work with reference to the project brief.
- (b) Select an idea and/or concept for progression to final art or design work and justify its selection.
- (c) Identify and set action points for the progressive development of the idea and/or concept.
- (d) Refine and develop the selected idea and/or concept with reference to the set action points.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Produce a final art or design work.

Performance Criteria

- (a) Identify and define a strategy for the planning, development and production of the final art or design work.
- (b) Demonstrate consistent and effective use of media and techniques in the development and production of the final art or design work.
- (c) Demonstrate an individual and creative response in the production of the final art or design work in response to the project brief.

Outcome 5

Evaluate the process and final art or design work.

Performance Criteria

- (a) Identify strengths and areas for improvement in the project planning process and project brief.
- (b) Evaluate the effectiveness of the strategy used in the development process and final art or design work stages.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Product evidence and written and/or oral recorded evidence is required which demonstrates that the candidate has achieved all Outcomes and Performance Criteria. The candidate will produce a folio of work that includes:

- ◆ a finalised personal project brief and detailed plan for completion of the project. The project brief should include a summary of the analysis of all the options considered and justification for the selection of the chosen brief. The project plan will include reference to project timescales, a breakdown of the key project/creative process stages, consideration of appropriate methods, materials, techniques and resources.
- ◆ annotated primary and secondary visual research material that demonstrates the candidate's awareness of the requirements of the brief.
- ◆ the development of ideas and/or concepts and the production of a final art or design work that demonstrates the creative use and interpretation of collated research material.
- ◆ an interim evaluation of the selected development work to include the rationale and justification that supports the selection of the idea and/or concept for progression to final art or design work stage.
- ◆ action points for the refinement and development of the final idea and/or concept.
- ◆ a revised project plan and a revised strategy/approach for the development and production of the final art or design work.
- ◆ a detailed evaluation of the effectiveness of the strategy used throughout the development process and the final product in relation to meeting the requirements, constraints and critical features of the project brief. The evaluation will also include identification of strengths and areas for improvement in: the candidate's project planning process, the personal investigation brief; the implementation and planning of the development process and the planning, development and production of the final art or design work.

The candidate will produce the work under open-book conditions, throughout delivery of the Unit.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

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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 80 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

The Unit can be used to build the level of candidate autonomy and critical awareness necessary for success within the Advanced Higher or Higher National Graded Units, thus providing an effective bridge to articulation.

Within a secure and supported environment the candidate can demonstrate:

- ◆ independent learning and experiential or social based learning
- ◆ reflective learning
- ◆ application of prior knowledge and skills (eg time and project management skills, personal learning etc)

The Unit allows the candidate to develop an individual and personalised response in an extended personal investigation project.

The candidate will finalise the scope of a personal investigation brief and produce a detailed plan for completion of the project. This double credit Unit allows the candidate to develop their understanding of the design process through considered reflection and evaluation of both the process and the quality of the selected development idea/concept and culminates in the production of an art or design work and evaluation of the process and final product.

The candidate should be able to apply a variety of interdisciplinary and related knowledge and skills within the project timescale. The candidate should receive ongoing tutorial support throughout delivery of the Unit.

By completing this Unit the candidate could evidence:

- ◆ continued development of a range of contemporary vocational skills
- ◆ preparedness for progression and articulation
- ◆ independent project work

National Unit Specification: support notes (cont)

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The personal investigation project will allow the candidate to develop and apply the skills of flexible, creative thought and action through:

- ◆ interpreting and negotiating the content and scope of a personal investigation brief and plan
- ◆ gathering and producing visual information in response to brief
- ◆ demonstrating the ability to use collated research material in the development of creative ideas and concepts
- ◆ evaluation of development concept visuals and the design process
- ◆ producing final art/design work

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The most appropriate approach to the personal project is one that requires the candidate to integrate skills. The personal investigation brief should be self initiated, and ideally based on an area of personal interest to the candidate. Exemplar briefs could be provided by the teacher/lecturer which could be customised by the candidate. The brief will define the criteria to be met and any constraints within which solution(s) should be sought. The brief should be completed before the detailed project plan.

The candidate should be asked to research, develop and consider diverse solutions by manipulating visual elements before evaluating the development work, producing the final art/design work and completing a final evaluation of the process. The candidate will consider any constraints identified in the personal investigation brief including scale and size, materials, colour choice, health and safety, and target market(s). This may include discussion of the approaches, methods and solutions of others to a similar art or design project.

Selection and effective use of media, materials and processes will be of importance throughout and the candidate should be encouraged to explore a variety of technologies and materials, reflecting the knowledge and skills within and across the National Certificate where possible. All assessment evidence should be presented in a folio of work that is collated, organised and presented in a logical way.

Teacher/Lecturers may wish to consider the following range of delivery options to support the development of core and employability skills:

- ◆ support for the candidate could be delivered by structured mentoring sessions to reflect practice within the HN Graded Unit
- ◆ written evaluation reports could be word processed and oral presentations could take account of structure, content and audience, including question and answer sessions
- ◆ presentation of the evaluation of the selected concept using PowerPoint or alternative digital media formats
- ◆ self and peer review to support the development of reflective practice
- ◆ group based activities (including ideas storming) for problem solving stages simulating creative industries team-working approaches to ideas generation
- ◆ mind mapping for project planning and action point/target set

National Unit Specification: support notes (cont)

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Citizenship awareness could be promoted by the use of live community clients or in-house cross curricular personal investigation projects. Sustainability considerations could also be included within the context of the brief.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Information and Communication Technology* if they use the Internet for research purposes.

Aspects of the Core Skill of *Communication* may be developed during the evaluation process and could be further supplemented and supported by using candidate tutorials or critiques throughout delivery of the Unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should be aware of all assessment requirements and arrangements. Formative assessment should be used to assist the candidate to review their work and to determine opportunities for future learning.

Teachers/lecturers may find it useful to use a mentoring session format to give the candidate written feedback on their progression through the Unit stages (planning, development, evaluation and production of final art/design work). One checklist could be used to record all of the stages within the Unit. Teachers/lecturers should assist the candidate to prepare for assessment. The candidate should be given autonomy in making the final selection and presentation of their work for assessment, and should feel confident in doing so.

The candidate should evaluate a selected idea/concept at the development stage and then implement an action point prior to final production of the art/design work. Self-evaluation will be evidenced and embedded within the development process and end with a detailed evaluation of the effectiveness of the strategy used throughout the development process and final product and identification of strengths and areas for improvement in project planning process. The self-evaluation should be completed at the end of the Unit.

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

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 communications 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)*.

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).