



National Unit Specification: general information

UNIT Art and Design: Software Skills (SCQF level 5)

CODE F5BX 11

SUMMARY

This Unit is designed to develop a basic knowledge and understanding in the use of selected design software packages. The Unit will provide a good basis for further study in relation to applied contemporary design practices. The Outcomes require the candidate to produce a folio of creative experimentation that demonstrates developing knowledge and skills and applied use of selected design software packages.

This Unit is suitable for candidates who:

- ◆ wish to obtain basic knowledge and skill in the use of selected design software packages
- ◆ are completing a general programme of art and design Units

OUTCOMES

- 1 Explore and experiment with design software package(s).
- 2 Produce a folio of experimental design work to a given brief(s).

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.

CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**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.*

Administrative Information

Superclass: CE

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

This Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Information and Communication Technology (SCQF level 5)
- ◆ Problem Solving (SQCF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Art and Design: Software Skills (SCQF level 5)

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

Explore and experiment with design software package(s).

Performance Criteria

- (a) Select design software package(s) suitable for developing practical design knowledge and skills.
- (b) Produce a variety of creative experimentation showing the design capabilities of the selected design software package(s).
- (c) Produce experimental work that demonstrates progressive development in the use of the selected design software package(s).

OUTCOME 2

Produce a folio of experimental design work to a given brief(s).

Performance Criteria

- (a) Produce visual design work in response to a given brief(s).
- (b) Edit, collate and annotate experimental design work.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria for this Unit.

Written and/or oral recorded evidence and product evidence in the form of a folio of collated annotated experimental design work should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

The folio will include:

- ◆ A demonstration of the candidate's awareness of the creative design potential of selected design software package(s)
- ◆ evidence of annotated creative experimentation with the identified design features of the selected design software package(s)
- ◆ an edited selection of work that shows the progressive development of applied knowledge and skills together with the creative experimentation and applied use of visual elements within a design context

The folio of work may be presented in digital, sketchbook, workbook or display board format. The evidence will be produced on an ongoing basis under open-book conditions throughout delivery of the Unit.

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 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, but can also be taken as a free-standing Unit.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

The Unit is designed to offer the candidate an opportunity to explore the potential and capability of selected design software package(s). The Unit will allow the candidate to experiment with the components and features of the selected design software package(s) within a creative context. The candidate will explore and experiment with the use of the tools and menus available within the chosen package(s) building up a folio of experimental design work that supports their development of practical skill and understanding in the use of the selected design software.

The candidates should also be encouraged to investigate the work of professional designers who have used similar design software packages in the production of their work.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

The teacher/lecturer could demonstrate the use of different aspects of the chosen design software package(s). This could take the form of an introductory group session identifying designers and describing and allowing for discussion of their work. Alternatively tutorials could be used to demonstrate the use and capability of the chosen design software package(s) as an introductory exercise leading to the development of applied design skills and understanding by the candidate.

The teacher/lecturer should also consider the use of structured assignments or tasks which give instructions that gradually guide the candidate through the use of the main features of the selected design software package(s).

The candidates could also be encouraged to investigate the work of professional designers who have used similar design software packages in the production of their work.

Outcome 2

The candidate should now have had the opportunity to become familiar with the capability and potential of the selected software package(s). The design folio work produced for this Outcome should demonstrate that the candidate has explored and experimented creatively with the use of a range of components that make up the selected software package(s).

National Unit Specification: support notes (cont)

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The design experimentation could be driven by use of structured assignments given by the teacher/lecturer. The developing creative experimental design work should be collated and edited in either traditional or electronic formats. In both cases the candidate should use annotation to describe and make reference to the design decision making process. The dating of design experimentation and/or files could be used to support evidence of the progressive development and refinement of the candidate's skills, knowledge and use of the selected design software packages.

The candidate and teacher/lecturer should work together to select and edit the folio of design development work presented for assessment. The folio of evidence should show that the candidate has used the potential and capability of the software effectively.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have the opportunity to develop aspects of the Core Skill of *Problem Solving* through the development and planning of experimental design work. This could be demonstrated by the development of ideas and annotated design work which shows the candidates understanding and awareness of the software packages and creative decision making process.

Through the applied use of software packages candidates may have the opportunity to develop aspects of the Core Skills of *Information and Communication Technology*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise.

Formative assessment in the form of candidate/teacher/lecturer reviews may be used to assist candidates in the progression of their work.

A variety of approaches to assessment could be used, for example:

- ◆ candidate/teacher/lecturer review of the experimental use by designers and the key features of the software package(s)
- ◆ on-going viewing and discussion of practical evidence highlighting the progressive development of candidates learning

The selection of material for assessment and review should be carried out at the end of the Unit. The folio should be assessed holistically, ensuring that the candidate has demonstrated a creative approach and has applied the necessary knowledge of the required skills in the resulting design work.

The centre must be satisfied that the evidence submitted for assessment is the candidate's own work. 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.

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 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)*.

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).