



National Unit Specification: general information

UNIT Art and Design: Software Skills (SCQF level 6)

CODE F5C9 12

SUMMARY

This Unit is designed to develop and extend skills in the use of design software packages. The candidate will evaluate the design potential offered by the chosen software packages and produce a folio of creative experiments that demonstrate the applied use of selected features of the design software packages.

The Unit will provide a good basis for the study of applied design skills and contemporary design practice and approaches.

This Unit is suitable for candidates who:

- ◆ wish to extend their basic knowledge and skill in the use of design software packages.
- ◆ are undertaking a general programme of art and design Units.

OUTCOMES

- 1 Evaluate the design potential of design software packages.
- 2 Explore and experiment with design software packages.
- 3 Produce a folio of experimental 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: CE

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CREDIT VALUE

1 credit at SCQF level 6 (6 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

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

The Unit provides opportunities for the candidate to develop aspects of the following Core Skills:

- ◆ Information and Communication Technology (SCQF level 6)
- ◆ Problem Solving (SCQF level 6)

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 6)

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

Evaluate the design potential of design software packages.

Performance Criteria

- (a) Critically compare the design potential of the design software packages.
- (b) Identify the strengths and weaknesses of the design software packages within a design context.

OUTCOME 2

Explore and experiment with design software packages.

Performance Criteria

- (a) Select current design software packages.
- (b) Identify the key features of the design software packages.
- (c) Experiment with the key features and design capabilities of the design software packages.

OUTCOME 3

Produce a folio of experimental design work.

Performance Criteria

- (a) Select and use identified features of the chosen design software packages.
- (b) Develop and refine initial experimental ideas using the selected features of the chosen design software packages.
- (c) Demonstrate manipulation and applied use of the visual elements in the production of experimental design work.
- (d) Collate and present 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.

Product evidence and written and/or oral recorded evidence is required to show that the candidate can explore, experiment and evaluate a minimum of two design software packages.

The candidate will produce a folio of work that shows the creative use and understanding of the potential and capability of design software packages.

The folio will include:

- ◆ an evaluation that critically compares the design potential of two design software packages used with reference to strengths and weaknesses
- ◆ evidence of experimentation and explorative use of selected key features within a minimum of two design software packages
- ◆ practical evidence of creative experimentation and manipulation of visual elements within a design context
- ◆ design work that is presented in an organised and coherent way and which shows the progressive development and refinement of ideas, concepts, skill, creativity and understanding of the selected design software packages

The folio of work may be presented in a sketchbook, workbook or display board format. The evaluation may be written, oral or electronically generated.

The evidence will be produced under open-book conditions on an ongoing basis 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 and evaluate the potential and capability of selected design software packages. The aim of the Unit is to allow the candidate to experiment with and show competence in the use of selected components and features of design software packages. This will involve the candidate in the use and development of creative design skills and develop a more critical approach to their learning. The candidate will produce an experimental folio of design work that explores and experiments with the use of a wide variety of the key features of the design software packages. The design work produced will build evidence that records the gradual and progressive development of the candidate's knowledge and skill in the use of the software packages in a design context.

The candidate will explore and experiment with the tools and menus available within the chosen design software packages.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The teacher/lecturer should demonstrate the use, capability and design potential of different aspects of the chosen design software packages.

The teacher/lecturer could supply instructions that gradually guide the candidate through a series of practical tasks that encourage them to use and evaluate the features and potential of the design software packages. The candidate should have the opportunity to become familiar with the capability and potential of the design software packages. The design work produced should demonstrate that the candidate has thoroughly explored and experimented creatively with the use of a range of the components and features.

The candidate and teacher/lecturer should work collaboratively, selecting and organising the final folio of work for assessment. The folio should show a clear development and understanding of the design software in relation to applied design work. The candidate should be encouraged to annotate their experimentation and to use ongoing tutorial sessions and discussions, either individually or in group settings, to help them to reflect on their learning.

National Unit Specification: support notes (cont)

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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.

The candidate should be aware of all assessment requirements and arrangements. Formative assessment in the form of candidate/teacher/lecturer reviews could be used to assist the candidate in the progression and development of their learning.

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

- ◆ candidate/teacher/lecturer review of the exploration and use of the design software package
- ◆ on-going monitoring and discussion of design experimentation
- ◆ on-going reviewing and discussion of evidence showing the development of evaluative skills in relation to the design potential and capability of the design software package
- ◆ interim presentations of selected evidence
- ◆ final group presentation of the folios of design work and discussion of personal learning

Although assessment may be ongoing teachers/lecturers should assist the candidate to prepare for the final assessment by advising and guiding them in the selection of work and how to present it logically and coherently.

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 knowledge of the required skills to the work presented.

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).