



National Unit Specification: general information

UNIT Art and Design: Corporate Identity (SCQF level 6)

CODE F5CA 12

SUMMARY

This Unit is designed to enable the candidate to develop graphic design skills within the area of corporate identity. It will involve the candidate in the identification of the uses of corporate design and lead to the development of corporate identity ideas and concepts and finished art/design work in response to a given brief

This Unit is suitable for candidates who:

- ◆ Wish to develop applied skills in graphic design

OUTCOMES

- 1 Research a range of corporate identities.
- 2 Produce ideas and concepts for a corporate identity design brief.
- 3 Produce finished artwork for a corporate identity design brief.

RECOMMENDED ENTRY

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

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.*

Administrative Information

Superclass: JC

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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.

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

- ◆ Communication (SCQF level 5)
- ◆ Problem Solving (SCQF level 5)

These opportunities 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

Research a range of corporate identities.

Performance Criteria

- (a) Collate a variety of examples of contemporary corporate identity.
- (b) Describe the creative rationale behind the corporate identities brand development.
- (c) Analyse the impact and use of visual elements in the corporate identities.

OUTCOME 2

Produce ideas and concepts for a corporate identity design brief.

Performance Criteria

- (a) Identify the requirements of the given corporate identity design brief.
- (b) Develop a series of ideas and concepts that show creative use and application of selected visual elements in response to the given brief.
- (c) Use selected media and design development techniques to produce a variety of creative and imaginative responses to the requirements of the given brief.

OUTCOME 3

Produce finished artwork for a corporate identity design brief.

Performance Criteria

- (a) Identify an idea or concept for development into finished art work.
- (b) Evaluate the success and impact of the selected idea or concept with reference to the requirements of the brief.
- (c) Apply the evaluation findings to further develop and refine the visual concept(s).
- (d) Apply the final visual concept to a variety of corporate identity products in response to the given brief.

National Unit Specification: statement of standards (cont)

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CODE JG/ADCI

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Written and/or oral recorded evidence and product evidence should be gathered to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The candidate will produce a folio of work which will include:

- ◆ visual examples (a minimum of three) of corporate identity. The examples should be analysed with reference to the designer's use of colour, scale and visual elements, and the visual impact of the design/corporate identities, with reference to the brandings suitability for its intended purpose/market/audience.
- ◆ the identification of the requirements of the given brief. The candidate must clearly demonstrate their understanding of the design issues and all constraints for the design activity.
- ◆ the annotated development of a series of initial experimental ideas and concepts. The ideas should show an individual and creative response to the development of visual imagery and the considered use of colour, shape and visual elements in developing a distinct corporate identity. A clear rationale should be evident showing the candidates understanding of the brief requirements and underpinning corporate message.
- ◆ selection and identification of a final idea/concept.
- ◆ an evaluation of the strengths and weaknesses of the design leading to the identification of areas for improvement and refinement.
- ◆ the production of a refined version of the selected idea based on the personal learning from the evaluation stage. The final idea/concept should be applied to a minimum of three applications specified in the corporate identity brief.

Assessment should be ongoing throughout the duration of the Unit with assessment evidence being produced under open-book conditions.

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 purpose of the Unit is to progress and develop the candidate's graphic design skills within the area of corporate identity. The Unit leads the candidate through logical progression from researching and investigating the development of branding and corporate identity through to the development of a range of ideas and concepts for a given corporate identity brief and resulting in a final folio of a finished corporate identity applied to a variety of specified contexts.

The candidate will have the opportunity to consider and reflect upon the use and development of a corporate identity that meets identified company objectives and portrays the organisation in a positive manner through the use of visual imagery and visual elements. The development process will be based on a given brief which identifies a number of design issues and constraints for the development of a new or improved corporate identity. The development of ideas and/or concepts should focus on the creative application and use of visual elements, and show exploration of a variety of media and design development techniques.

The candidate will critically review the quality and impact of the development work with reference to the requirements of the brief before refining and developing a final idea or concept and applying it to a variety of specified applications listed in the given brief. This process will assist the development of critical thinking skills and support the development of reflective practice.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the delivery of the Unit the teacher/lecturer could begin by showing a variety of examples of contemporary corporate identities. Group discussions could be used to identify the supporting rationale behind the development of the brand, making reference to the choice of colour, scale, imagery and design in promoting a company message. The nature of the market/audience could also be discussed highlighting the creative use of imagery, industry standard practice for application of colour and visual elements used to project and promote a corporate vision and a clear identity which appeals to an identified target grouping. The teacher/lecturer should discuss industry use of vector software packages for the production of logos with the candidate and the rationale behind the consistency of application of a logo.

The development of ideas and concepts should be organic and experimental and the candidate should be encouraged to annotate the developing ideas to clarify the rationale supporting the creative design decision making process. This work should be produced in a working sketchbook format and the developing ideas should show evidence of experimentation with media, use of colour and scale and selected visual elements.

National Unit Specification: support notes (cont)

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The teacher/lecturer should initiate individual or group evaluation of the developing artwork using the recorded annotated comment as a starting point for the discussion. The candidate should be supported in choosing a final idea or concept for further development and refinement. This could be facilitated through the use of reflective open ended prompts, and this discussion and evaluation should lead to the production and development of a final idea. The teacher/lecturer should ensure that candidates are aware of the design impact and issues of using corporate identity for different applications. This could include considerations of the level of detail in the image, visual clarity, and the impact of scale on the design. The candidate should work independently with ongoing guidance from the teacher/lecturer throughout the Unit.

The Unit will support the development of awareness of the visual elements, through the considered development of a creative corporate identity idea/concept for application in a number of specified contexts. After the completion of each Outcome, the candidate could be encouraged to reflect on their learning through participation in class/group critiques.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* in the planning and completion of the developmental process. Critical thinking skills may be developed through the consideration of how to most effectively represent the company or organisation through the applied use of visual elements.

Aspects of the Core Skill of *Communication* may be developed through participation in tutorial sessions and class critiques and further developed through the use of annotated reflective comment and the evaluation of the ideas and/or concepts with reference to the requirements of the corporate identity brief.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s). The Outcomes could be assessed individually or progressively using continuous assessment with teacher/lecturers ensuring, that candidates are aware of the ongoing assessment of their work. The collation of investigative research in Outcome 1 could be completed as a group task although the final descriptions and analysis of the development of corporate identity branding should be completed on an individual basis.

Class/group critiques promoting reflective practice and self/peer assessment could also be ongoing throughout this Unit. A variety of appropriate approaches to continuous assessment could be used, for example:

- ◆ reviewing the candidate's use of media and techniques through regular review and feedback in Outcomes 1 and 2
- ◆ ensuring sustained visual awareness of the source material(s) through demonstration, review and evaluative feedback on the developing studies and drawings
- ◆ reviewing the production of drawings with reference to the assessment criteria

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a 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).