



## **National Unit specification: general information**

**Unit title:** Art and Design: Graphics — Magazine Design  
(SCQF level 6)

**Unit code:** F9VY 12

**Superclass:** JC

**Publication date:** September 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

## **Summary**

In this Unit candidates will develop the skills and techniques which will allow them to investigate and develop their knowledge of graphic design techniques and media handling skills for magazine design. Candidates will produce research and investigative work before developing ideas and presenting finished client visuals that meet the requirements of a given brief.

This Unit is suitable for candidates who:

- ◆ wish to develop specialist knowledge and skill in the use of techniques and media for magazine design
- ◆ are undertaking a general programme of Art and Design Units

## **Outcomes**

- 1 Research a given brief for magazine design.
- 2 Develop a range of ideas and solutions in response to the brief.
- 3 Produce client presentation visuals.

## **Recommended entry**

While entry is at the discretion of the centre, candidates would normally be expected to have a working knowledge of colour and basic graphic design skills.

## **General information (cont)**

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### **Credit points and level**

2 National Unit credits at SCQF level 6: (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**

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

## **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 given brief for magazine design.

#### **Performance Criteria**

- (a) Identify the main requirements of the brief.
- (b) Identify research areas with development potential.
- (c) Identify and select relevant design resources.
- (d) Collate and present gathered research material.

### **Outcome 2**

Develop a range of ideas and solutions in response to the brief.

#### **Performance Criteria**

- (a) Select a variety of research material with identified development potential.
- (b) Select suitable media materials and techniques.
- (c) Develop a range of ideas and solutions showing effective use of design elements.
- (d) Use selected media, materials and design elements effectively.

### **Outcome 3**

Produce client presentation visuals.

#### **Performance Criteria**

- (a) Select a development idea for further refinement.
- (b) Select and use media, materials and techniques effectively.
- (c) Produce marked up magazine grids and presentation layouts.

## **National Unit specification: statement of standards (cont)**

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### **Evidence Requirements for this Unit**

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

Written and/or oral evidence and product evidence will be produced to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria.

Candidates will produce a folio that includes:

- ◆ collated visual and annotated research material that demonstrates understanding of the main requirements of the brief which includes a design for a magazine front cover, contents page, a feature spread and a news page.
- ◆ a range of annotated development studies which demonstrate the creative use of selected media, materials and graphic design techniques and the effective use of design elements.
- ◆ development studies showing a variety of approaches, ideas and treatments for magazine design which maintain visual continuity with the gathered research material.
- ◆ client presentation visuals of the finished designs for the magazine that show effective and refined media handling. The presentation visual will include marked up magazine grids and presentation layouts and be mounted in accordance with the requirements of the brief.

The evidence for this Unit must be produced under open-book conditions throughout delivery of the Unit, with progress monitored by teachers/lecturers on an ongoing basis.

The folio of work may be presented in any preferred format eg a sketchbook, workbook or display board format. All assessment evidence must be retained along with a copy of the brief.

## **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 at SCQF level 6. It can also be taken as a free-standing Unit.

This Unit is designed to offer candidates the opportunity to develop their use of drawing media materials and techniques for magazine design.

The purpose of this Unit is for candidates to develop experience in using media materials and graphic design techniques, developing their skills for magazine design and an understanding of the creative development process. This Unit should be delivered and taught within a creative art and design environment. To underpin this, the Outcomes follow the creative process of analysing a given brief for magazine design, completing investigative research and development work before producing and presenting of the front cover, contents page, a feature spread and a news page. The given brief should be carefully constructed to allow for individual creative expression in the use and application of media and techniques.

### **Guidance on learning and teaching approaches for this Unit**

This Unit introduces candidates to a variety of graphic design techniques, media and materials in the development and creation of a magazine cover and related pages for a specified end purpose. The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

#### **Outcome 1**

Teachers/lecturers should explain a variety of working methods to candidates and show examples of a wide variety of magazine designs to candidates before starting the Unit. The given brief should be imaginative and well constructed to guide candidates through the creative process of researching and developing ideas, magazine designs and presentation specifications for a specified purpose. It should be designed to allow for individual creativity, and any constraints should be clearly related to professional practice. When constructing candidate briefs teachers/lecturers should ensure that there are no artificial barriers to learning and assessment and candidates' special needs should be taken into account when planning learning experiences and preparing assessments. The brief can involve the creation and development of a visual image based on a theme or topic either specified by the teacher/lecturer or negotiated with candidates. Teachers/lecturers should ensure that each candidate understands the main requirements of the brief during this process. This understanding can be fostered through group or one to one discussions with candidates in addition to the ongoing monitoring and reviewing of the collated research materials.

## National Unit specification: support notes (cont)

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### Outcome 2

The investigation of techniques and materials should be experiential and approached to allow candidates to experience and investigate the use of a wide variety of media, materials and techniques for magazine design. The focus in this Outcome should be on developing direct experience of the creative use of media and materials, and for this reason not all experiments will be necessarily successful. This process is instrumental to developing candidates' critical and aesthetic awareness and for this reason all investigative development work should include brief annotation which indicates the candidates growing critical visual awareness. Legibility, scale and colour choice should all be considered in this process. Integration of the use of letterforms and imagery should be evident with candidates developing creative visual ideas which meet specified requirements of the brief. The care and maintenance of tools and equipment and safe working practices should be reinforced by teachers/lecturers during all practical studio work.

### Outcome 3

The final magazine designs will be developed from a refined idea that satisfies the requirements of the brief. This should show increased confidence in the handling of media, materials and techniques from the earlier development work and it would be helpful if the candidates had a chance to review and discuss the effectiveness of their development work before choosing a final idea for the magazine designs. This can be in a one to one or class group setting. The presentation of completed magazine designs may involve mounting work on boards, in a portfolio, or on display for a simulated client presentation. Candidates should be encouraged to critically review the effectiveness of their chosen magazine designs with reference to the brief.

## Opportunities for developing Core Skills

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through teacher/lecturer led group discussions and through the use of annotated commentary when developing ideas for the magazine designs and related production specifications.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* during the Unit with their involvement in planning and organising their development work and in reviewing and selecting a final idea for the magazine.

Candidates may have opportunities to develop aspects of the Core Skill of *Numeracy* through the accuracy required in the measurement of magazine grids and presentation layouts.

## **National Unit specification: support notes (cont)**

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### **Guidance on approaches to assessment for this Unit**

A suitable instrument of assessment for this Unit would be a practical exercise. The Outcomes may be assessed on an individual basis or a combined staged assessment can be used to cover all three Outcomes.

The brief should clearly indicate the scope of the activity, give guidelines to candidates on working to realistic timescales for completion of the key activities and should be constructed to provide candidates with some flexibility of choice and personalisation of the topic.

Through the use of open questions and group discussion a range of approaches and techniques can be considered. Candidates should also be encouraged to explore and investigate a wide variety of magazine designs looking critically at the designers' choice and use of materials and media for visual effect.

Teachers/lecturers 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.

### **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 Communication 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)*.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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