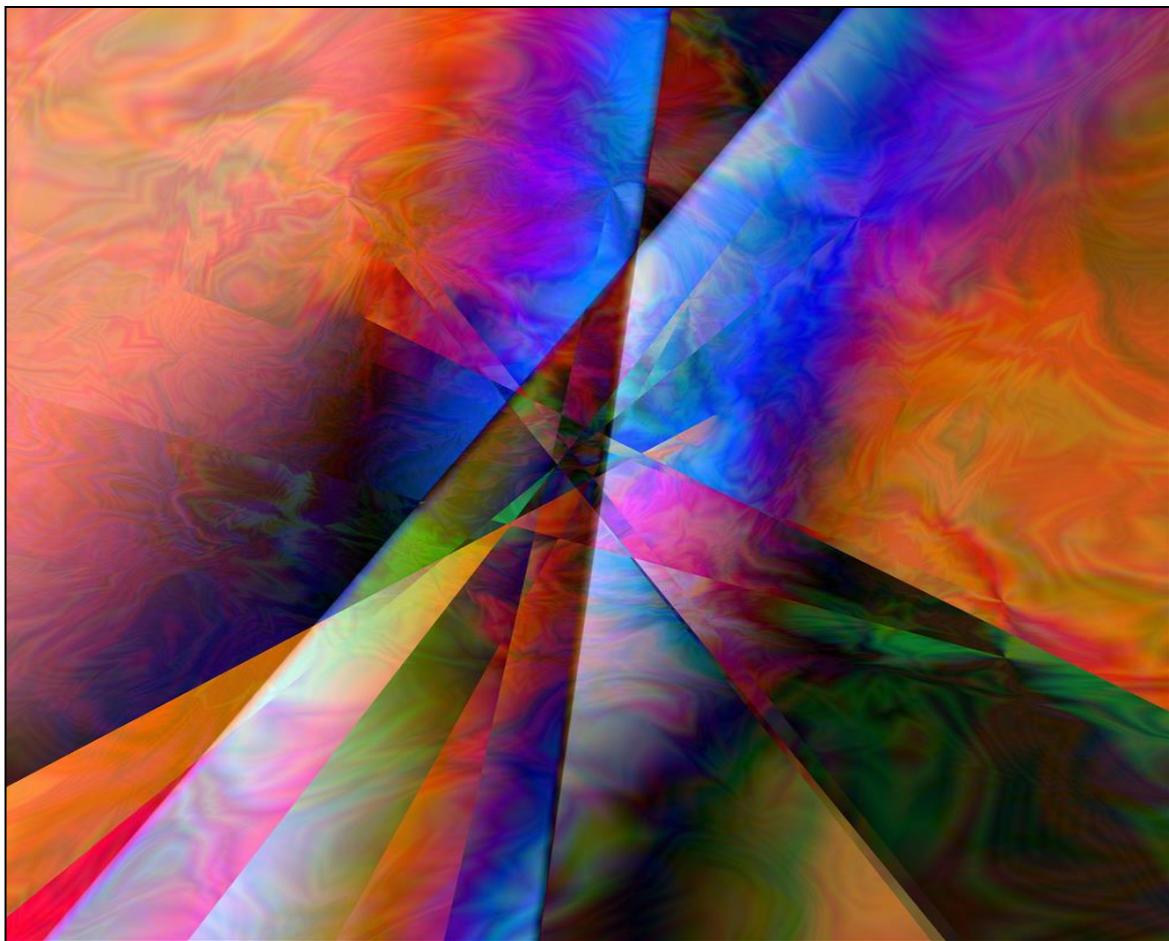


Advanced Higher Art and Design (Design) Course/Unit Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Higher Art and Design (Design) Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

These support notes cover both the Advanced Higher Course and the Units in it.

The Advanced Higher Course/Unit Support Notes should be read in conjunction with the relevant:

Mandatory Information:

- ◆ Course Specification
- ◆ Course Assessment Specification
- ◆ Unit Specifications

Assessment Support:

- ◆ Coursework Information:
- ◆ General assessment information
- ◆ The Coursework Assessment Task*
- ◆ Unit Assessment Support*

*These documents are for assessors and are confidential. Assessors may access these through the SQA Co-ordinator in their centres.

Related Information

Advanced Higher Course Comparison

Further Information on the Course/Units for Advanced Higher Art and Design (Design)

This information begins on page 17 and both teachers and learners may find it helpful.

General guidance on the Course/Units

Aims

The aims of the Course are to enable learners to:

- ◆ experience an independent, self-directed study of design and design practice
- ◆ develop personal autonomy, creativity, independent thinking and evaluative skills when resolving design problems and responding to design area requirements and constraints
- ◆ develop individual creativity and technical skills through their considered exploration and creative use of design materials, equipment, techniques and/or technology
- ◆ develop higher-order thinking skills by analysing, synthesising and responding to designers' work and the external factors which influence the design area
- ◆ develop advanced critical thinking and design-based problem solving skills
- ◆ reach substantiated and informed judgements when refining and presenting lines of design enquiry and development

The Course will also give learners the opportunity to develop their personal learning and thinking skills.

Progression

In order to do this Course, learners should have achieved the Higher Art and Design Course or have attained the skills, knowledge and understanding provided by equivalent qualifications or experience.

Learners who have achieved this Advanced Higher Course may progress to further study, employment and/or training. Opportunities for progression include:

- ◆ Progression to other SQA qualifications:
 - Progression to other qualifications at the same level of the Course, for example Professional Development Awards (PDAs), Higher National Certificates (HNCs)
- ◆ Progression to further or higher education: for many learners a key transition point — for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners doing the Course might progress to include a variety of design-related HNDs or design degrees, for instance:
 - graphic design
 - product design
 - fashion/textile design
 - jewellery design
 - architecture

- interior/spatial design or digital culture
- ◆ Progression to employment:
 - Progression directly to employment or work-based training programmes is not likely for many learners.
 - Advanced Higher Courses provide good preparation for learners progressing to further and higher education as learners doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education. Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.
 - Advanced Higher Courses are challenging and testing qualifications: learners who have achieved multiple Advanced Higher Courses are regarded as having a proven level of ability which attests to their readiness for higher education in HEIs in other parts of the UK as well as in Scotland.

This Advanced Higher could be part of the Scottish Baccalaureate in Expressive Arts. The Scottish Baccalaureates in Expressive Arts, Languages, Science, and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project which adds breadth and value and helps learners to develop generic skills, attitudes and confidence that will help them make the transition into higher education or employment.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

This Advanced Higher Course is not in a hierarchy with the corresponding Higher Course or its Units.

This Advanced Higher Art and Design (Design) Course has been designed to facilitate progression and articulation from the Higher Art and Design Course.

Centres should be aware that although the mandatory knowledge and skillset may be similar in the Higher and Advanced Higher Courses, there may be differences in the:

- ◆ depth of underpinning knowledge and understanding
- ◆ complexity and sophistication of the applied skills
- ◆ way in which learners will learn: namely, they will take more responsibility for their learning at Advanced Higher and work more autonomously

In Advanced Higher Courses, learners will be expected to demonstrate a greater degree of autonomy with less support offered by the teacher/lecturer. This should increase the sense of ownership the learners have over their work and ensure that, even if they have previously completed the Course at a lower level, their interest in the subject is kept alive.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers and lecturers should refer to the *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject-specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of these skills to other curricular areas. It is this transferability that will help learners with further study, and enhance their personal effectiveness.

These skills may be developed throughout the Course. Teachers/lecturers can use feedback and/or peer or group review processes and structured reflection to help learners to identify their personal strengths and any areas for improvement in their own work and practice. Learners can also organise peer group review processes.

The table below shows where there are likely to be significant opportunities to develop mandatory skills in or across the Units.

However, this in no way suggests that these mandatory skills and knowledge can be covered in totality in any singular Unit. Centres must be clear on this. The delivery model adopted and the approaches to learning and teaching will determine how and where the opportunities actually arise.

The subject skills, knowledge and understanding that will be developed in the Advanced Higher Art and Design (Design) Course are listed in the following table.

Mandatory skills, knowledge and understanding	Art and Design (Design): Design Enquiry	Art and Design (Design): Design Studies
critical analysis and in depth evaluation of designers' work and practice and the impact of external influences on their work		✓
in depth understanding of design area issues, opportunities and constraints		✓
expressing substantiated personal opinions on their own work and the work of others	✓	✓
applied understanding of design practice when developing design ideas and solution(s)	✓	
producing a range of pertinent investigative visual and market research	✓	
confident and highly assured use of design materials, techniques and/or technology when developing sustained lines of enquiry	✓	
using a range of complex problem solving, planning and evaluation skills when developing and refining design ideas and solution(s)	✓	
creating design ideas and solution(s) in 2D and/or 3D formats that meet the design area and design brief requirements	✓	
demonstrating sophisticated levels of technical and creative skills in the use of design materials, techniques and/or technology	✓	
justifying design decisions and resolving design issues and technical challenges	✓	

Approaches to learning and teaching

The purpose of this section is to provide advice on learning and teaching. The list of skills, knowledge and understanding for this Advanced Higher Course can be found within the Advanced Higher Art and Design: Design *Course Specification* and the skills that will be assessed within the portfolio Component of Course assessment is within the Advanced Higher Art and Design: Design *Course Assessment Specification*.

Advanced Higher Courses place more demands on learners as there will be a higher proportion of independent study and less direct supervision. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level, but there will be a stronger emphasis on independent learning.

As with Higher Art and Design, learning at Advanced Higher level in this Course is still expected to be experiential, active, challenging and enjoyable. Although the mandatory knowledge and skillset may be viewed as similar in both the Higher and Advanced Higher Courses, there are differences in the:

- ◆ depth of underpinning knowledge and understanding
- ◆ complexity and sophistication of the applied practical skills
- ◆ ways in which learners will learn at Advanced Higher

For Advanced Higher Courses, a significant amount of learning may be self-directed and require learners to demonstrate a more mature approach to learning and the ability to work on their own initiative. This can be very challenging for some learners, who may feel isolated at times, and teachers and lecturers should have strategies for addressing this. These could include, for example, planning time for regular feedback sessions/mentoring discussions on a one-to-one basis or on a group basis where appropriate led by the teacher or lecturer. Learners could also receive feedback from their peers.

Teachers/lecturers should ensure that any support provided is appropriate and does not unduly lead or direct the learner's response. For example:

Exploring options with a learner	A learner is working on a practical activity and is faced with more than one possible solution to a problem. The teacher/lecturer could ask the learner to discuss each option available and the pros and cons of each and then ask the learner to decide on a solution based on the discussion. In this way the teacher/lecturer is not telling the learner what to do but is facilitating the thought process to enable the learner to work towards an appropriate choice.
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<p>Drawing out or teasing out points without leading learners</p>	<p>This is broad guidance which lies somewhere between clarification and exploring options. Learners sometimes get stuck at a particular part of a task. In such cases, a teacher/lecturer could assist by raising other questions that make the learners think about the original problem, so giving them the opportunity to answer their own questions without supplying the actual answers.</p>
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Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research and investigation skills and higher-order evaluation and analytical skills.

Teachers and lecturers should provide opportunities to personalise learning for learners, and to enable them to have choices in approaches to learning and teaching. The flexibility in Advanced Higher Courses and the independence with which learners carry out the work lend themselves to this. Teachers and lecturers should also create opportunities for, and use, inclusive approaches to learning and teaching. This can be achieved through a variety of learning and teaching strategies which suit the needs of all learners, for example by encouraging learners in:

- ◆ researching information for their subject independently
- ◆ using sophisticated visual communication and presentation skills to present their creative ideas and design work
- ◆ demonstrating development, improvement and refinement of techniques and practices in practical/performance-based subjects

Innovative and creative ways of using technology can also be valuable in creating inclusive learning and teaching approaches. Strategies might include:

- ◆ web-based investigative research of designers and their work
- ◆ online research of contemporary design practice
- ◆ virtual tours of designers' exhibitions and studios
- ◆ virtual tours of galleries
- ◆ online design discussion forums
- ◆ interactive activities to reinforce learning about designers and their practice and theory, techniques and terminology
- ◆ digital e-portfolios of learners' design work and creative thinking
- ◆ blogs/digital diaries/research journals capturing learners' reflections on their learning

Effective learning and teaching at this level will draw on a variety of approaches to enrich the experience of learners. In particular, practical approaches to learning and teaching that provide opportunities for personalisation and choice will help to motivate and challenge learners.

Whole-class, direct teaching opportunities could be balanced by activity-based learning and practical tasks. An investigatory experimental approach to learning is encouraged in this Course.

During these activities, teachers/lecturers should demonstrate practical skills and encourage learners to reflect on their learning, using (for example) simple prompts or open-ended questions to guide learners to self-reflect on their learning and creative choices.

Sequencing and integration of the learning and teaching and assessment of the two mandatory Units is at the discretion of the centre. There is no set way to approach this, and the sequence and/or integration of Units may be dependent on available resources, time and staff expertise. Particular sequences or integration of Units may suit different learners; and teachers/lecturers could take this into account when considering how to approach the learning and teaching and assessment of the Units in this Course.

Centres are free to sequence the teaching of the Outcomes, Units and/or Course in any order they wish. However, due to the nature of the subject, a partially combined approach is recommended. This means that parts of different Units may be delivered concurrently but some will not. This will enable learners to acquire skills, knowledge and understanding in a more meaningful way. Such an approach can help learners transfer newly-developed skills to new contexts.

Learners, especially at Advanced Higher, would be expected to contribute a significant portion of their own time in addition to programmed learning time.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there may be opportunities to contextualise approaches to learning and teaching to Scottish contexts in this Course, this could be done through mini-projects or case studies.

Developing skills for learning, skills for life and skills for work

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve these skills. Teachers and lecturers should ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

At Advanced Higher level, it is expected that learners will be using a range of higher-order thinking skills. They will also develop skills in independent and autonomous learning.

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course* and *Unit Specifications* list the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

The following skills for learning, skills for life and skills for work could be significantly developed.

3 Health and wellbeing

3.1 Personal learning

- ◆ independent thinking and self-directed working, and a highly personal response to stimuli and the design brief

5 Thinking skills

5.4 Analysing and evaluating

- ◆ higher-order thinking skills (complex analysis and evaluation) when planning and carrying out research and investigation

5.5 Creating

- ◆ producing highly resolved experimental and exploratory design ideas and sustaining the development of these ideas and realising these when creating their own creative design solutions in response to the brief

The Course will allow learners to develop skills in analysing and evaluating and creating. Learners can analyse and evaluate their own practical work and the work of others by deconstructing design work, identifying and analysing its key features and their collective contribution to the work as a whole and forming valid conclusions about the impact of external influences and contexts on designer's work(s). They can demonstrate and apply this understanding, combining this with their practical skills when developing and realising creative and individual design solutions in response to stimuli and a design brief.

In addition, learners could also have opportunities to develop citizenship skills and awareness, when considering how designers reflect the world around them and communicate their ideas and understanding, the effect that the design world has on individuals and their lives, as well as the impact they have on how we view environment/society etc.

Teachers/lecturers should make learners aware of the skills, knowledge and understanding that they are developing throughout the Course. Carefully structured tasks can help learners to address and develop their skills more effectively and to identify ways in which they might improve on them.

The Course may also provide other opportunities to develop or consolidate other skills for learning, life and work, including wider literacy skills.

Additional advice and guidance on useful assessment approaches for skills building is given in the section 'Approaches to assessment' below.

Approaches to assessment

Assessment in Advanced Higher Courses will generally reflect the investigative nature of Courses at this level, together with high-level problem-solving and critical thinking skills and skills of analysis and synthesis.

This emphasis on higher-order skills, together with the more independent learning approaches that learners will use, distinguishes the added value at Advanced Higher level from the added value at other levels.

There are different approaches to assessment, and teachers and lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgements to be made by all teachers and lecturers. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

Assessment should:

- ◆ cover subject content at the appropriate level
- ◆ use content, resources and assessment materials that recognise the achievements and contributions of different groups
- ◆ where appropriate, provide a balance of assessment methods and encourage alternative approaches

Unit assessment

Units will be assessed on a pass/fail basis. All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Outcome-by-Outcome basis or via the use of combined assessment for some or all Outcomes, within or across Units.

Assessments must ensure that the evidence generated demonstrates, at the least, the minimum level of competence for each Unit. Teachers and lecturers preparing assessment methods should be clear about what that evidence will look like.

Sources of evidence likely to be suitable for Advanced Higher Units could include:

- ◆ practical work with commentary/annotation
- ◆ personal plans and individualised target setting
- ◆ logbooks and structured reflection/evaluation to support learning
- ◆ structured class activities
 - skills in investigating and researching
 - practical creative skills

- ◆ presentation skills both formal and informal supported by observation checklists/notes
- ◆ individual and/or small group creative tasks and learning activities
- ◆ personal interviews and mentoring reviews
- ◆ peer and self-review feedback
- ◆ formal and informal critiques and questioning

Evidence should include the use of appropriate subject-specific terminology as well as the use of real-life examples where appropriate.

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so reduce barriers to attainment.

The structure of an assessment used by a centre can take a variety of forms, for example:

- ◆ individual pieces of work could be collected in a folio as evidence for Outcomes and Assessment Standards
- ◆ assessment of each complete Outcome
- ◆ assessment that combines the Outcomes of one or more Units
- ◆ assessment that requires more than the minimum competence, which would allow learners to prepare for the Course assessment

Teachers and lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally-occurring evidence may be used as a contribution towards Unit assessment. However, such naturally-occurring evidence must still be recorded and evidence such as written reports, recording forms, PowerPoint slides, drawings/graphs, video footage or observational checklists provided.

Combining assessment across Units

A combined approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and allow more emphasis on learning and teaching. Evidence could be drawn from a range of activities for a combined assessment. Care must be taken to ensure that combined assessments provide appropriate evidence for all the Outcomes that they claim to assess.

Combining assessment will also give centres more time to manage the assessment process more efficiently. When combining assessments across Units, teachers/lecturers should use e-assessment wherever possible. Learners can easily update portfolios, electronic or written diaries and recording sheets.

In this Advanced Higher Course, in most instances, work on Course assessment will be started when the Units are being delivered. This Unit work will be **further developed and resolved** in the portfolio Component of Course assessment. It is therefore important that the evidence for the Unit assessment is clearly distinguishable from that required for the Course assessment.

Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Learners should be given time and opportunity to draw on, extend and apply the skills they have learned during this Advanced Higher Course. The Course assessment has a single component: the **portfolio**.

The portfolio will assess both the process and products of learning, and will include evidence of supporting contextual research and evaluation.

The portfolio will require learners to:

- ◆ integrate knowledge and skills from across the Units
- ◆ present a selection of investigative research and exploratory development that progresses ideas and influences and informs practical design work
- ◆ further progress ideas and concepts towards the production of effective design solutions that resolve technical challenges and design issues
- ◆ justify design decisions, evaluate and self-reflect on learning
- ◆ gather, analyse and transfer information
- ◆ formulate and communicate informed personal opinions and judgements
- ◆ apply knowledge and understanding of professional design work and practice

Centres are free to consider how they can best use their teaching and learning methods and strategies to prepare learners successfully for Course assessment. It is helpful to consider this at the planning stage.

Selecting work/design idea(s), which will be further developed within the portfolio, may be started at any appropriate time during the Course. However, learners should be given sufficient time to further extend and develop the necessary skills, knowledge and understanding required before selecting, preparing and compiling any assessment evidence.

In preparation for Course assessment, time will be required for:

- ◆ planning and managing the portfolio preparation process
- ◆ selecting and presenting a coherent portfolio of work, with teacher/lecturer mentoring and support as appropriate
- ◆ preparation for the portfolio, including reviewing earlier work from across both Units/other design work produced outwith the class
- ◆ further developing and presenting a coherent portfolio of design work
- ◆ selecting and presenting the in-depth analysis of example(s) of design work
- ◆ evaluating the design portfolio
- ◆ providing opportunities for re-assessment if required

Teachers and lecturers should explain the Course assessment requirements to learners, and make clear the amount and nature of the support they can expect. However, at Advanced Higher level it is expected that learners will work with more independence and less supervision and support.

Authenticity

In terms of authenticity, there are a number of techniques and strategies to ensure that learners present work that is their own. Teachers and lecturers should put in place mechanisms to authenticate learners' evidence.

In Advanced Higher Courses, because learners will take greater responsibility for their own learning and work more independently, teachers and lecturers need to have measures in place to ensure that work produced is the learner's own work.

For example:

- ◆ regular checkpoint/progress meetings with learners
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, films or audio records

For more information, please refer to SQA's [Guide to Assessment](#).

Added value

Advanced Higher Courses include assessment of added value which is assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In Advanced Higher Courses, added value involves the assessment of higher-order skills such as high-level and more sophisticated investigation and research skills, critical thinking skills and skills of analysis and synthesis. Learners may be required to analyse and reflect on their assessment activity by commenting on it and/or drawing conclusions with commentary/justification. These skills contribute to the uniqueness of Advanced Higher Courses and to the overall higher level of performance expected at this level.

In the Advanced Higher Art and Design (Design) Course, added value will focus on:

- ◆ **challenge** — requiring greater depth or extension of knowledge and skills assessed in other Units
- ◆ **application** — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

In this Course, the added value will be assessed by means of the portfolio, which gathers a representative collection of a learner's work. The portfolio can be produced in a range of media. Teachers and lecturers are responsible for ensuring that materials included in the portfolio are authentic and are the learner's own work.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

The greater flexibility and choice in Advanced Higher Courses provide opportunities to meet a range of learners' needs and may remove the need for learners to have assessment arrangements. However, where a disabled learner needs reasonable adjustment/assessment arrangements to be made, you should refer to the guidance given in the above link.

Art and Design is a practical and visual subject. Although this may have implications for physically disabled learners or those with a visual impairment, the Course design allows centres to take any issues into account and to consider the impact on learners when planning and agreeing the scope of art and design contexts for their work.

When negotiating and agreeing suitable learning contexts and approaches for generating assessment evidence, teachers/lecturers should take account of any equality and inclusion issues which could create difficulties for their learners.

The selection of particular activities may also support disabled learners; these could include:

- ◆ considering adapting the scale and use of materials for practical work
- ◆ magnifying images and examples of artists' and designers' work
- ◆ choosing art and design media, materials and techniques with care may also help offset difficulties where learners have difficulties with fine motor control

The selection of appropriate design contexts will also help learners in accessing the qualification, for example using 3D product design as a context for visually impaired learners, or working with a restricted colour palette and concentrating on using tonal variations and layout/composition to convey meaning in paintings or graphics in the case of learners with impaired colour vision.

Teachers/lecturers should also consider the diverse range of their learners and consider the suitability of any images of art and design work that will be used in the classroom.

Further information on the Course/Units

Coursework

Teachers and lecturers are responsible for ensuring that all materials included in the portfolio are authentic and are the learner's own work. The portfolio is the learner's opportunity to show their practical design skills and their knowledge, understanding and application of design practice. The portfolios they create will be as individual and unique as they are. At Advanced Higher level learners are expected to present and prepare their portfolio of evidence with minimum support from the teacher/lecturer.

Once the learner has reached a decision on which idea(s) to develop further they will then present the chosen initial idea(s) and the design brief which will be used as a creative stimulus when developing and realising their design solution(s).

The initial ideas(s) and design brief should be presented on sheet one of their portfolio. This work will not be marked. It is included in the portfolio to show the creative starting point for the later work.

The rest of the portfolio will be marked.

Additional guidance on development of skills

In this Course, learners will engage in a creative and personally selected sustained design enquiry. They will explore the creative potential of their selected design area and design brief and experiment with using materials, techniques and/or technology to develop their ideas and design solution(s) in 2D and/or 3D formats.

The Course provides opportunities for personalisation and choice by allowing learners to select creative and challenging contexts for self-directed learning. It allows learners to broaden and extend their creativity and critical thinking skills and to work independently in an area of personal interest. This distinct focus on sustained self-directed learning is part of the Course's unique contribution to the learner's creative expressive development.

During the Course learners will develop their creative problem-solving skills by producing a personal response to needs, problems or issues within a selected area of design. They will investigate and explore how best to translate and realise design ideas and turn these into effective and sophisticated designs that meet the requirements of design needs or problems, taking account of function, target market and aesthetics as appropriate. Throughout their learning, they will have opportunities to develop informed views and personal opinions on designers' work and practice. Learners will demonstrate critical understanding of design

practice and will research and investigate how specific designers develop and create their design in response to external stimuli such as:

- ◆ the environment
- ◆ their surroundings
- ◆ world events and/or social issues

They will use their knowledge of design practice to inspire their own design development work and solution(s) when responding in a personal and creative way to their design brief, using design materials, techniques and/or technology creatively and effectively in their work.

Approaches to learning and teaching

At this level, learning and teaching should be developed in a context that is as far as possible challenging, exciting and enjoyable. Teachers should take into account the individual needs of the learners when managing the Units.

Although group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills, at Advanced Higher level, the emphasis and focus must be on self-sufficiency and independent and self-directed creative decision making by the learner with some mentoring by the teacher/lecturer.

There must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit or Course.

On completing the Advanced Higher Art and Design (Design) Course, learners should be able to:

- ◆ critically analyse and evaluate in depth the work and practice of personally selected designers
- ◆ analyse and evaluate the impact of external influences on designers' work
- ◆ express substantiated personal opinions on their own work and on designers' work and practice
- ◆ apply in-depth understanding of design practice when creatively responding to the design area requirements and developing design ideas and solutions
- ◆ produce a range of high-quality pertinent investigative visual and market research for the design enquiry
- ◆ show confident and highly assured use of selected design materials, advanced techniques and/or technology, showing sophisticated levels of technical and creative skills
- ◆ develop progressive design developmental lines of enquiry
- ◆ use a range of complex problem solving, planning and evaluation skills when developing, refining and resolving design ideas and solutions
- ◆ create design ideas and solutions in 2D and/or 3D that meet the design area requirements in terms of function and which show the sophisticated and creative use of design materials, techniques and/or technology

- ◆ justify their design decisions and resolve complex design issues and technical challenges

Approaches to learning and teaching developed by individual centres should reflect these principles. There must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit(s).

For example, active learning approaches provide opportunities where the focus is on learners working together or working independently, talking, listening, writing, doing or reflecting on a topic while the teacher acts as a facilitator and mentor.

Effective learning and teaching at this level should draw on a variety of approaches to enrich the experience of learners. In particular, practical approaches to learning and teaching which provide opportunities for independent learning, self-direction, personalisation and choice will help to motivate and challenge learners at Advanced Higher level.

Whole-class, direct teaching opportunities should be appropriately balanced by more activity-based learning and independent, self-directed practical tasks. An investigatory experimental approach to learning is encouraged in this Course at this level. During these activities teachers/lecturers should build on and enhance the learners' existing knowledge and skills by, for example, demonstrating new specialist practical skills in a workshop masterclass setting and encouraging learners to reflect on how their learning will reference their own design work. This could be by learners' presentation to peer groups, showing potential for progression of own design work by applying new techniques or processes, group critique/review activity or peer evaluation sessions.

Methods and strategies to encourage the development of an individual and self-motivated approach to analysis and evaluation of designers' work and practice should be used when planning teaching and learning activities.

Some approaches to learning and teaching are given below but are suggestions only. Teachers and lecturers are encouraged to develop and plan their own strategies appropriate to the needs and strengths of learners in their centres.

- ◆ Supported personal investigation and research.
- ◆ Audio/visual presentations.
- ◆ External visits/field trips.
- ◆ Guest speakers.
- ◆ Active learning.
- ◆ Co-operative and collaborative learning.
- ◆ Peer education.
- ◆ Use of technology.

Approaches to learning and teaching at this level (SCQF level 7) should allow the learner to be able to meet the following higher sector level benchmarks:

- ◆ generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity

- ◆ employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making
- ◆ select, test and make appropriate use of materials, processes and environments
- ◆ develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts
- ◆ manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination
- ◆ be resourceful and entrepreneurial

The development of a learner's analytical and evaluative skills at this level can be supported through the use of guided reflection. Questions can be used to help teachers/lecturers gauge the level of learners' understanding and awareness of the subject and help learners consider options and choices.

Centres should ensure planning is an integral part of the development of all skills, and learners should be made aware of the success criteria required to achieve the Outcomes/Unit and be involved in the process where appropriate.

Centres should also ensure planning is an integral part of the development of all skills, and learners should be made aware of the success criteria required to achieve the Outcomes/Unit(s) and be involved in the process, encouraging learners to develop self-motivation and autonomy in managing their own learning.

Sequencing and delivery — Units and the Course

Sequencing and integration of the learning and teaching and assessment of the two mandatory Units is at the discretion of the centre. There is no set way to approach this and the sequence and/or integration of Units may be dependent on available resources, time and staff expertise. Particular sequences or integration of Units may suit different learners, and teachers/lecturers could take this into account when considering how to approach the learning and teaching and assessment of the Units in this Course.

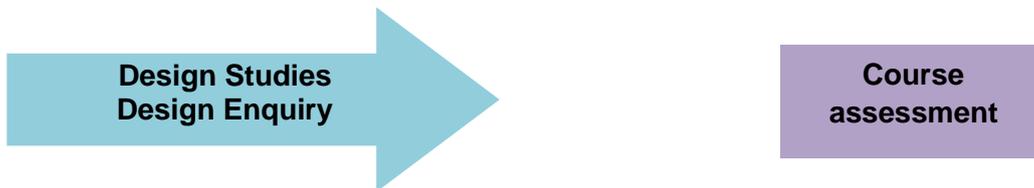
Approach 1

This approach shows the possibility of delivering the Units sequentially. This sequential approach may provide opportunities for the progressive exploration, development, reinforcement and consolidation of creative skills, knowledge and understanding through the Course.



Approach 2

This approach shows the possibility of delivering the Units concurrently. This approach may provide the opportunity for learners to integrate their learning, freeing up more time for an in-depth focus of subject matter as well as a wider range of practical skills development in preparation for the Course assessment.



Each of the two mandatory Units at Advanced Higher level requires the learner to work in an independent, self-sufficient and self-directed manner.

It is recommended that the majority of time on the Course should reflect the practical nature of the Course and take into account the individual needs of the learners.

Evidence for Units can be presented in a variety of ways, for example in sketchbook format. This could incorporate annotated reflection and detailed information on the contextual sources and stimuli used by learners when developing their work. Centres should, however, consider the suitability of any Unit assessment approaches for preparing learners for Course assessment and/or for progression to further study and the workplace.

At this level, learners will be expected to respond creatively and imaginatively to their design brief and source material/stimuli. They will work with a high level of autonomy at this level, when selecting and planning the scope and context of their design work and investigations. During their practical activities they will use a variety of art and design materials, techniques and/or technology with a high level of confidence, assurance and control as they explore, develop and realise their creative intentions. As learners develop their knowledge and understanding of the creative process and the things that influence the work of other designers they should apply this knowledge and understanding in their own work. Learners' design work could also be informed and influenced by other art forms, visual culture and designers' work.

Learners will purposefully and effectively use selected design materials, techniques, processes and/or technology to develop and create effective design solution(s) in response to the design brief. Through their development work and final design solution(s), they will show a sound, secure and high-level understanding of the design area requirements and design brief. They will creatively use visual elements, colour, line, shape, form, texture and pattern, layout etc, and consider design function and the target market in the creative process.

Art and Design readily lends itself to a variety of delivery methods, due to its focus on developing personal creative expression. A variety of teaching and learning approaches could be used to support effective teaching and learning, including, for example, learner-centred problem-solving practical activities, researching and investigating real-life design applications and practice.

One-to-one, pair and group discussion could be used initially to extend and focus learners' knowledge and understanding of designers and their practice and its context in society. Informal/formal presentations could be used to present back their learning about designers, their practice and context in society to the wider class group. Learners at this level should be encouraged to extend research and develop a personal response to stimuli and personal research and investigation into designers' work and practice.

There may be opportunities to use a combined approach to developing practical work and research/investigation of design work and practice across the Course, for example by using a sketchbook approach to collect and document the development of creative ideas.

Although the benefits of co-operative learning, peer support and peer feedback can be substantial and should be encouraged, independent learning, self-direction and self-sufficiency are key skills which the learner must engage in at this level when planning, developing and producing their design work as well as the supporting research into personally selected designers and their design practice. This builds and extends the knowledge, understanding and skills gained from the Higher Art and Design Course and will prepare the learner for further and higher-level qualifications and employment.

The ability to give presentations informally or formally is a key skill at this level and above, as well as in employment. This could be as simple as showing and discussing sketchbook work and annotations, to a more formal PowerPoint or Pecha Kucha presentation. Reflective practice is another key skill which has been honed and developed from National 3 Art and Design to this level 7 Course, and teachers/lecturers could continue to encourage this embedded skill by carrying out regular review and mentoring sessions with the learner either as one-to-one or pair. The learner could also record these and their responses in a sketchbook visual diary.

Teachers/lecturers could use specialist practical demonstrations and workshops to show how materials and specific specialised techniques can be used as a starting point for individual responses and learning activities. Learners will already have a high level of knowledge, understanding and skills from level 6 Courses and come to the level 7 Course with these. The teacher/lecturer will act as a facilitator/mentor to learners at this level supporting them to develop and refine their design ideas, concepts and ideas in response to a personal design enquiry. These skills and design ideas will then be further developed and realised when creating effective design solution(s) for the Advanced Higher portfolio Component of Course assessment.

In general, teaching strategies at this level should allow learners to:

- ◆ consolidate progressive learning
- ◆ work independently and assume responsibility for managing and directing their own learning
- ◆ work creatively in a well-ordered manner and relaxed atmosphere
- ◆ prioritise tasks and produce work within deadlines
- ◆ acquire, extend and apply specialised knowledge, understanding and skills in specific design contexts
- ◆ create and present investigative work, development ideas and design solution(s) with a high level of skill and assurance
- ◆ focus on research and investigation of personally selected designers and their practice
- ◆ acquire knowledge of the wider contexts in the society and environment within which the selected designers lived
- ◆ engage in objective, critical self-reflective practice
- ◆ be involved in self- and peer-assessment, developing further their critical thinking and aesthetic awareness
- ◆ be motivated and personally challenged during creative tasks and activities
- ◆ adopt a positive attitude to, and take pride in, their own work and the work of others
- ◆ gain understanding of sustainable approaches to producing design work as appropriate
- ◆ make links with their existing knowledge and experience of art and design to other areas of the curriculum

Approaches to assessment

Teachers/lecturers should give learners opportunities to discuss their developing work and approach and where possible ensure that they are actively involved in the assessment process. Feedback at this level should be based on supporting learners to objectively and independently reach informed decisions about the quality and success of their work. More specifically, teachers/lecturers should:

- ◆ clarify their expectations of their learners in terms of the level and nature of support that teachers/lecturers can provide at this level
- ◆ help them to reflect on, monitor and/or discuss their progress
- ◆ encourage the use of self-reflection and self-assessment and dialogue between themselves and the learners during tutorials/mentoring sessions or discussions
- ◆ encourage dialogue and creative interplay between the learners and their peers, supporting and extending personal creativity
- ◆ ensure that teaching, learning and assessment approaches positively enhance and support learners' creativity and improve their performance

Unit-specific guidance — Art and Design (Design): Design Enquiry (Advanced Higher)

The need to build on and enhance the personalisation and choice experienced at Higher Art and Design or other SCQF level 6 courses is a recurring theme for qualifications developed to support Curriculum for Excellence and is an essential element in the *Art and Design (Design): Design Enquiry (Advanced Higher)* Unit. Self-direction and independent thinking are essential skills for the learner at this level with mentoring support from the teacher/lecturer.

It is important for teachers/lecturers to create and use inclusive approaches to teaching and learning. This can be achieved by encouraging the use of a variety of learning and teaching strategies which suit the needs of all learners.

At Advanced Higher level, teachers/lecturers should consider how they can build self-sufficiency and variety into their teaching and learning approaches to meet the needs of different learning styles and personal preferences in the class group. Innovative and creative ways of using technology can be a valuable resource in creating inclusive learning and teaching approaches and can also assist with extending and further developing learners' knowledge and understanding at this level.

Additional guidance on approaches to learning and teaching

On completing the *Art and Design (Design): Design Enquiry* Unit, learners should be able to:

- ◆ identify suitable design stimuli and produce a design brief establishing a personal focus to the enquiry
- ◆ produce creative investigative research material for the enquiry
- ◆ develop and refine experimental development ideas for design work

Approaches to learning and teaching developed by individual centres should reflect these elements.

Whole-class, direct teaching opportunities should be balanced by self-directed learning and independent learning tasks. A practical experimental approach to learning is encouraged in this Course at this level. During these activities teachers/lecturers should build on and enhance the learners' existing knowledge and skills by, for example, giving specialist demonstrations for exploratory and experimental approaches, organising visits of practising designers to talk about their work and practice and give practical demonstrations, visits to studios/workshops, or this could be done online within a class setting.

Each learner will have their own design brief and creative stimuli although some may be working in the same area of design. Mentoring sessions or tutorials can encourage learners to reflect on how their exploration and experimentation will reference and inform their own design work. Group critiques/review activity or peer evaluation sessions could also be carried out both informally and formally.

Approaches to learning and teaching at this level (SCQF level 7) should allow the learner to be able to meet the following higher sector level benchmarks:

- ◆ generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity
- ◆ employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making
- ◆ select, test and make appropriate use of materials, processes and environments
- ◆ develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts
- ◆ manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination
- ◆ be resourceful and entrepreneurial

Extending learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do so.

In this Unit, there will be an emphasis on extending practical and skills development and creative experimentation and exploration and the application of these skills. Assessment approaches should be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

Centres should be aware that there are many different ways of delivering the *Art and Design (Design): Design Enquiry (Advanced Higher)* Unit. The following information provides some advice on one possible approach to delivering the Unit.

Approach example

The Unit could be delivered as a freestanding Unit in which the learner engages in an intensive design enquiry in an area of personal interest. The teacher/lecturer could take on a mentoring/facilitator role to help support the learner select stimuli and produce a suitably challenging design brief which will reflect their personal interests.

This would be delivered in a one-to-one approach rather than as a whole group as each learner will have a different personal interest and design brief inspiring their work. A whole-group approach to teaching and learning could also be used, taking the form of a Unit overview presentation by teachers/lecturers to kick-start the creative process, using exemplars of past design enquiry work. Full class briefings and sessions could also be used to discuss approaches and strategies to help learners plan their enquiries and identify potential research sources and investigative methodology. Whole-class group discussions could also take place

about presentation formats, the use of sketchbooks and visual diaries, annotation and critical self-review methods.

To assist learners with their time management teachers/lecturers should encourage the learner to produce a planning timeline with key enquiry milestones and objectives. This could be in a sketchbook/visual diary format or be written or digital. An independent and self-directed approach by the learner to the design enquiry should be encouraged by the teacher/lecturer at this level.

Learners will select stimuli and produce a design brief with mentoring support from the teacher/lecturer, referring to the selected designers' work and practice which influenced their choice of design enquiry. This could be evidenced by annotations and related material in a sketchbook/visual diary format. It could also incorporate annotated reflection and detailed information on the contextual sources and stimuli used by learners when developing their work.

Recording ideas and inspiration — producing design work in response to a personal design brief and outline plan

A personally developed design brief or outline plan will be the starting point for this problem-solving process. The area of study and creative stimuli for the design enquiry should be chosen by each individual learner and discussed and agreed with the teacher/lecturer.

Learners (and teachers/lecturers) should be aware of the importance of a clear, well-constructed and detailed design brief and outline plan as they will help set out the purpose, requirements and constraints relating to a specific design need or problem. They will help provide a suitable level of structure, direction and stimulus for creative thought for learners working through the creative design process.

Once learners have agreed a design area and produced a design brief and outline plan that will allow them to successfully meet the requirements for the Unit, they will start producing and collecting investigative research material to inspire their future design ideas. This research should include a selection of relevant market research relating to their chosen design area.

A wide variety of possible stimuli/source material could be used to inspire the design enquiry. At this level learners should be encouraged to be imaginative and creative in their choice and selection of design stimuli as this will help them develop design work that is highly unique and individual in nature.

Design ideas and investigative research should be relevant to the requirements of the brief and outline plan. If this visual research also is informed by an understanding of design contexts and creative influences, learners can develop their creativity and analytical thinking skills and also deepen their understanding of designers' work and practice.

When learners have established a clear design brief and a personal focus to the design enquiry, they should engage in active research and investigation in

response to the design brief and outline plan, as this will underpin all further creative design development.

As a starting point, learners may visit outside agencies, galleries, museums, view existing design items, explore the internet, and view relevant publications (eg design books or manuals). They may also consider communicating directly with designers or design companies. This research should closely link to the selected design area.

Investigation and research can be collected in visual or other forms: drawings, sketches, models, cuttings, photographs, etc. This will build up a profile of the learners' design enquiry, developing thinking and evidence of market research in response to the design brief and outline plan. Learners should be encouraged to annotate their market research, developing ideas and design work to show progression of their thoughts and ideas.

An alternative approach to annotating design work would be to use one-to-one tutorials/mentoring sessions or discussions with the teacher/lecturer, or blogs to document these insights on a regular basis while learners are developing their ideas and design work.

Communicating ideas and concepts in design work and developing and refining design ideas

Communicating ideas and concepts in design work involves experimenting with techniques and trying out possible approaches as well as suitable materials. This can be through, for example, making samples or mock-ups, a range of trials, layouts or rough drafts. Design work can be produced in any scale in 2D and/or in 3D formats.

Suitable areas for development should emerge from the initial investigation and research work. By applying a range of problem-solving, planning and evaluation skills, the learner can develop and refine a series of original and creative design ideas and concepts that have the potential to lead to effective design solutions.

The work produced should show sustained progressive exploration throughout the process. This development work and the design ideas should show visual coherence and maintain appropriate continuity with the initial investigative research. The design work produced may be in the form of drawings, sketches, diagrams, samples, models, photographs, collages, electronically or digitally generated materials, etc.

Throughout the Unit, learners should be encouraged to experiment with materials, techniques and/or technology, and use these effectively in the process of developing and refining lines of design enquiry. This will ensure that the requirements set out in the brief or plan, have been addressed through considered problem solving and the realisation of effective design solution(s) in the portfolio Component of Course assessment.

All activities and creative choices should be informed by knowledge of how materials, techniques and/or technology have been used creatively by other designers or can be used by the learners themselves. Learners should critically review their design choices and be encouraged to experiment with a variety of alternative approaches to developing their ideas.

Approaches to assessment and gathering evidence

Learners will be required to provide evidence of:

- ◆ a design brief and outline plan for the design enquiry, showing in-depth understanding of the design process and the design area requirements
- ◆ applying knowledge and understanding of designers' work and practice when developing their own design work
- ◆ producing highly focused contextual visual investigation material and market research of the design area
- ◆ producing a series of effective experimental and creative design ideas and initial design concepts
- ◆ independent thinking skills, critical discrimination and assured design decision making

Assessment of learners can be carried out orally or using written worksheets. Teachers/lecturers can use checklists to keep a record of the skills and achievements of the learners, formally recording their assessment decisions.

Where work being presented for Unit assessment has been produced outside the classroom setting, teachers/lecturers must ensure that the work presented has been produced by the individual learner.

Skills development	Assessment Standard	Assessment evidence
<ul style="list-style-type: none"> ◆ Critical thinking skills ◆ Aesthetic discrimination 	1.1 Producing a design brief establishing a personal focus to the enquiry	Design brief plus supporting sketchbook/research diary, oral/ written or digital evidence
<ul style="list-style-type: none"> ◆ Critical thinking skills ◆ Aesthetic discrimination 	1.2 Selecting design stimuli and collating visual investigative research material for the design enquiry	Sketchbook/visual diary, oral/written or digital evidence
<ul style="list-style-type: none"> ◆ Critical thinking skills (analysis) ◆ Aesthetic discrimination 	1.3 Analysing opportunities and design constraints with reference to their understanding of designers and design practice	Sketchbook/visual diary, oral/written or digital evidence

<ul style="list-style-type: none"> ◆ Critical thinking skills ◆ Planning and time management ◆ Aesthetic discrimination 	<p>1.4 Planning and identifying initial approaches for developing design ideas and concepts</p>	<p>Sketchbook/visual diary, oral/written or digital evidence</p>
<ul style="list-style-type: none"> ◆ Researching and investigating (visual) ◆ Media handling skills ◆ Creativity ◆ Visual communication 	<p>2.1 Producing visual research and investigation showing in-depth understanding of the design process</p>	<p>Sketchbook/visual diary, design developments, explorations and experimentations</p>
<ul style="list-style-type: none"> ◆ Researching and investigating (visual) ◆ Media handling skills ◆ Creativity ◆ Visual communication 	<p>2.2 Using a range of design materials, techniques and/or technology in effective and highly creative ways</p>	<p>Sketchbook/visual diary, design developments, explorations and experimentations, creative solutions</p>
<ul style="list-style-type: none"> ◆ Critical thinking skills (analysis/critical reflection) ◆ Aesthetic discrimination ◆ Self-awareness 	<p>2.3 Analysing the impact of their creative decisions and choices and their personal response to the design brief</p>	<p>Sketchbook/visual diary or written, oral or digital evidence</p>
<ul style="list-style-type: none"> ◆ Critical thinking skills ◆ Aesthetic discrimination ◆ Media handling skills ◆ Creativity 	<p>3.1 Developing initial design ideas and concepts towards potential design solution(s)</p>	<p>Sketchbook/visual diary or written or digital evidence</p>
<ul style="list-style-type: none"> ◆ Critical thinking skills ◆ Media handling skills ◆ Creativity 	<p>3.2 Using a range of advanced problem-solving and planning skills in the design process</p>	<p>Sketchbook/visual diary design developments, explorations and experimentations, creative solutions/discussions with teacher/lecturer</p>

<ul style="list-style-type: none"> ◆ Critical thinking skills (evaluation) ◆ Aesthetic discrimination ◆ Self-awareness 	<p>3.3 Independently evaluating their design work and practice</p>	<p>Annotations in sketchbook/visual diary or written, oral or digital evidence</p>
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Unit-specific guidance — Art and Design (Design): Design Studies (Advanced Higher)

The specific content should be based on an area of personal interest selected by the learner. They will be expected to produce an independent and self-directed study of design work and practice. Teachers should therefore give learners the opportunity to make a personal choice about the area of design and context for study and be prepared to offer guidance, advice, support and direction on suitably challenging and stimulating contexts for learning as appropriate.

If the *Art and Design: Design Studies* Unit is being completed as part of a Course, the study should, where practicable, relate to the *Art and Design: Design Enquiry* Unit. In this way, the Units will inform one another and the research undertaken in the *Art and Design: Design Studies* Unit may stimulate approaches, creative choices or a starting point in the *Art and Design: Design Enquiry* Unit.

Additional guidance on approaches to learning and teaching

Learner investigations will be wide ranging and personalised. Their focus and specific nature will include:

- ◆ analysis and evaluation of the work and practice of two designers that interest the learners
- ◆ analysis of the impact of external influences and contexts on the designers and their work
- ◆ a clear focus on a specific area of design

Learners should be encouraged and directed on how to engage in active research and investigation into their chosen area of design. To begin the investigation into the chosen area of study, reliable information must be gathered. It is advisable to use more than one source in order to cross-reference information and to ensure reliability and authenticity of the information. Learners can collect information by sourcing relevant publications, design books or manuals, visiting art galleries and museums, using search engines to access the internet and contacting designers directly.

The investigation and research should build an accurate profile of the chosen context and area of study, and can be collected in visual or other forms. A research file of notes, sketches, cuttings, photographs or recorded information can be built up to record the learners' interests, ideas and developing thinking.

Planning and gathering of information is the initial stage in producing the study. Learners will also be expected to examine and analyse designers' work, the materials and techniques they use, the specific design issues and constraints they are presented with and their creative influences, inspiration and approach. It is hoped that, through analysis and evaluation of professional design work, learners will build a deep understanding of creative process and design practice and that this will help them to form and present personal opinions and informed judgements and influence their practical work.

Evidence of the analysis and evaluation of designers' work and practice can be produced in the form of integrated annotated and illustrated work, written or word-processed work, PowerPoint, audio-visual presentation or digital format. The work produced should formulate and communicate an understanding of art work and practice within the chosen area of study and demonstrate the use of appropriate vocabulary and coherent argument, personal views, opinions and informed judgements on the influences, approaches and working practices of professional designers and the work they produce.

On completing the *Art and Design (Design): Design Studies (Advanced Higher)* Unit, learners should be able to:

- ◆ critically analyse and evaluate in depth the work and practice of personally selected designers
- ◆ analyse and evaluate the impact of external influences on the designers' work
- ◆ express substantiated personal opinions on their own work and on designers' work and practice
- ◆ apply in-depth understanding of designers' work and practice when personally responding to their design brief/creative stimuli*

(*This specific skillset will be demonstrated and assessed within the portfolio Component of Course assessment in this Course.)

Approaches to learning and teaching developed by individual centres should reflect these elements. For example, active learning approaches provide opportunities where the focus is on learners, working together or working independently, talking, listening, writing, doing or critically reflecting on a topic while the teacher acts as a facilitator/ mentor.

Effective learning and teaching at this level will draw on a variety of approaches to enrich the experience of learners. In particular, practical approaches to learning and teaching which provide opportunities for independent learning, self-direction, personalisation and choice will help to motivate and challenge learners at Advanced Higher level.

Whole-class, direct teaching opportunities could be balanced by autonomous self-directed learning and independent learning tasks. An investigatory approach to learning is encouraged in this Course at this level. During these activities teachers/lecturers should build on and enhance the learners' existing knowledge and skills by, for example, organising visits of practising designers to talk about

their work and practice, open studio visits, gallery visits or an exhibition opening, or this could be done online within a class setting.

Teachers/lecturers could encourage learners' presentations to peer groups, showing selected designers and their influences and stimuli and how they have informed the design work. Group critiques/review activity or peer evaluation sessions could also be carried out both informally and formally.

Approaches to learning and teaching at this level (SCQF level 7) should ideally also allow the learner to be able to:

- ◆ generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity
- ◆ employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making
- ◆ select, test and make appropriate use of materials, processes and environments
- ◆ develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts
- ◆ manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination
- ◆ be resourceful and entrepreneurial

Centres should be aware that there are many different ways of delivering the *Art and Design (Design): Design Studies (Advanced Higher)* Unit. The following information provides advice on two possible approaches to delivering the Unit.

Approach example 1

The Unit could be delivered as a freestanding Unit in which the learner researches and investigates an area of personal interest in design. The teacher/lecturer should take on a mentoring/facilitator role to help support the learner when selecting designers for research and investigation which reflect a area of personal interest. This is best delivered in a one-to-one approach rather than a whole group as each learner will have a different personal interest, although a whole-group approach could be delivered via a Unit overview presentation which uses prior learner exemplars of research and investigation along with possible planning, research sources and investigative methodology.

Teachers/lecturers could encourage the learner to produce a planning timeline/flowchart/Gantt chart to facilitate learning progress targets.

Learners will investigate and understand how their personally selected designers use materials, techniques and/or technology creatively in their work. They will consider how they have responded creatively to design area requirements and design challenges and opportunities when developing their ideas and how the designers were influenced by the social, cultural and historical environment in which they worked. This will help learners reflect on their own creative choices and decisions when producing their own designs.

Learners could evidence these skills by producing a research diary within which they document all research, investigation, personal responses and mentoring feedback and responses. This diary could be hard copy or digital depending on the resources of the centre.

Or:

Evidence for the Unit could be presented in sketchbook format. This could incorporate annotated reflection and detailed analysis and evaluation of the selected designers' work and the contexts which influenced it.

Whatever approach is used, centres should consider the suitability of the chosen assessment approach(es) for preparing learners for Course assessment.

Approach example 2

The Unit could be delivered as a freestanding Unit in which the learner produces an essay to demonstrate research and investigation into an area of personal interest in the design with a personal theme or focus. The teacher/lecturer should take on a mentoring/facilitator role to help support the learner select designers for research and investigation.

The teacher/lecturer could mentor in a one-to-one approach rather than as a whole group as each learner will have a different personal interest/area of design interest. A whole-group approach could also be delivered using a Unit overview presentation which uses prior learner exemplars of research and investigation essays along with possible planning, research sources and investigative methodology. Essay planning could also be included at this stage.

Approaches to assessment and gathering evidence

Learners will be required to provide evidence of:

- ◆ using higher-order thinking skills and complex analytical and evaluative skills when planning and carrying out the research and investigation
- ◆ presenting a coherent in-depth body of research and investigation
- ◆ presenting clear, relevant and accurate factual information and substantiated opinions about the area of study

To successfully complete this Unit, learners will research and investigate an area of personal interest and relevance in design.

They will:

- ◆ select and explain the relevance of their selected area of design
- ◆ identify designers and produce an action plan and methods for carrying out the research and investigation
- ◆ analyse and critically evaluate examples of design work and practice
- ◆ form and present substantiated judgements about designers' use of materials, techniques and/or technology and the contexts and influences on their work and practice

Further details of how these skills, knowledge and understanding can be developed in this Unit can be found below:

Skills development	Assessment Standard	Assessment evidence
<ul style="list-style-type: none"> ◆ Critical thinking skills ◆ Aesthetic discrimination ◆ Communication 	1.1 Explaining the selection and relevance of the selected area of design	Sketchbook/research diary or written or digital evidence
<p>At this level, learners will be involved in planning and organising their work throughout the Unit. This will include developing their ability to prioritise tasks and activities and managing their time in addition to communicating in-depth factual knowledge and justified opinions about their area of research.</p>		
<ul style="list-style-type: none"> ◆ Planning and time management ◆ Researching and investigating 	1.2 Producing an action plan for the research and investigation	Sketchbook/research diary or written or digital evidence
<p>Learners will be expected to judge how best to personally approach the investigation, and will select designers and examples of their work which they find inspirational or exciting.</p>		
<ul style="list-style-type: none"> ◆ Critical thinking skills (analysis) ◆ Aesthetic discrimination 	1.3 Analysing examples of design work and practice	Sketchbook/research diary or written or digital evidence
<p>Learners will analyse and present informed judgements about the work of professional designers from within the selected area of design and use appropriate vocabulary when applying analytical skills. At this level, the development of analytical skills could be supported through:</p> <ul style="list-style-type: none"> ◆ the learner's use of annotation in sketchbooks or blogs ◆ supported one-to-one discussions or group critiques 		
<ul style="list-style-type: none"> ◆ Critical thinking skills (evaluation/synthesis) 	1.4 Presenting substantiated judgements about designers' work and the contexts which influenced it	Sketchbook/research diary or written or digital evidence
<p>Learners are expected to formulate and present a coherent argument in order to communicate informed personal views, opinions and judgements on the influences, working practices and design approaches of professional designers from their chosen area of study. At this level, the development of analytical and evaluative skills could be supported through discussion with others in the class or with the teacher/lecturer and through the use of open-ended questioning techniques.</p>		

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work
- ◆ Building the Curriculum 5: A Framework for Assessment
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)

Administrative information

Published: May 2015 (version 2.0)

History of changes to Advanced Higher draft Course/Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Extensive changes throughout: information added to support learning and teaching and strategies for assessment.	Qualifications Development Manager	May 2015

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