



Commercial and Visual Media Graphics (Advanced Higher) Unit

SCQF: level 7 (12 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is for learners to develop their knowledge, understanding and creative skills in graphic communication as it supports commercial and visual media activity. Learning activities span digital, moving and print media, with a key focus on design principles, graphic techniques, contemporary graphics technology, purpose and audience.

Learners who complete this Unit will be able to:

- 1 Describe and explain a range of graphic design principles, techniques, technologies and the audience requirements for commercial and visual media graphics
- 2 Critically evaluate the use of graphic techniques in the production of commercial and/or visual media graphics in satisfying intended audience requirements
- 3 Plan and produce complex commercial and/or visual media graphics to support commercial and/or visual media activity and their intended audiences

This Unit is a Unit of the Advanced Higher Graphic Communication Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Advanced Higher Graphic Communication Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Graphic Communication Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Graphic Communication Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Describe and explain a range of graphic design principles, techniques, technologies and the audience requirements for commercial and visual media graphics by:**
 - 1.1 Describing the features of a range of media types, design principles and graphic techniques used in creating commercial and visual media graphics
 - 1.2 Explaining the application of contemporary graphic communication technologies in the production of commercial and visual media graphics
 - 1.3 Interpreting the requirements of a range of commercial and visual media audiences

Outcome 2

The learner will:

- 2 Critically evaluate the use of graphic techniques in the production of commercial and/or visual media graphics in satisfying intended audience requirements by:**
 - 2.1 Critically evaluating the use of graphic techniques in the production of commercial and/or visual media graphics
 - 2.2 Critically evaluating the effectiveness of selected commercial and/or visual media graphics in satisfying the requirements of intended audiences

Outcome 3

The learner will:

- 3 Plan and produce complex commercial and/or visual media graphics to support commercial and/or visual media activity and their intended audiences by:**
 - 3.1 Planning a range of complex commercial and/or visual media graphics to support a commercial activity and/or visual media activity and its audiences
 - 3.2 Producing a range of complex commercial and/or visual media graphics using recognised graphic skills and techniques to support a commercial activity and/or visual media activity and their respective audiences

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required that the learner has met the Outcomes and Assessment Standards.

In general, Outcomes may be met using a variety of methods and techniques — those which best support the context of the activity — and will therefore be a combination of manual and electronic methods, a range of static and/or moving media types and accompanied by additional evidence as required.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one connected activity. If the latter is used it must be clear how the evidence gathered covers each Outcome.

For this Unit, learners will be required to provide evidence of:

- ◆ knowledge and understanding of graphic design principles, graphic techniques, contemporary technologies, purpose and audience requirements for commercial and visual media graphics
- ◆ skills in the evaluation of commercial and visual media graphics and their use
- ◆ skills in the planning and production of graphics to support a commercial and visual media activity and its audiences

Exemplification of assessment is provided in *Unit Assessment Support*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Numeracy

2.2 Money, time and measurement

4 Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: April 2013 (version 1.0)

Superclass: to be advised

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.