SQA

Arrangements for:

Higher National Certificate in 3D Design

Group Award Code: G87V 15

Validation date: 6 April 2006

Higher National Diploma in 3D Design

Group Award Code: G8F4 16

Validation date: 17 November 2006

Acknowledgement

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦ No new centres may be approved to offer the Unit which has been revised.
♦ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version number	Description	Date
09	**Revision of Unit:** F0Y1 33 Furniture: Machine Function and Use has been revised by J5WM 33 Furniture: Machine Function and Use. F0Y1 33 will finish on 31/07/2022	20/12/21
08	**Addition of unit**: Interior Design: Applied Practice – DX07 34 added as an optional unit to HNC framework.	12//12/20
07	Fashion Illustration: An Introduction (F26W 34), Display Design: Special Promotions (F45V 34), Mixed Media (DV67 34), Display Design: In Store (F45W 35), Retail Corporate Image (HJ3N 35), Sign Design and Colour Application (F03V 34), Display Design: Prestige Design (F45X 35), Client Initiated Design Project (DX3G *35)*. Have been added to HND Optional section to allow further flexibility in delivery.	28/11/19
06	The following units have been removed from the HND framework only: DX00 34: Exhibition Design: Modular Design Systems and Techniques DX05 34: Exhibition Design: Studio Practice D7HJ 34: Employment Experience 1 H8T2 33: Workplace Communication in English DG6E 34: Work Role Effectiveness (2003) DG6G 35: Work Role Effectiveness (2003) Specialist clusters removed and the units have been moved into the options section of the framework.	07/06/18
05	**Revision of Unit:** DE1K 33 Workplace Communication in English has been revised by H8T2 33 Workplace Communication in English and will finish on 31/07/2016.	18/02/15
04	**Revision to Unit**: D77G 34 *Communication: Practical Skills* revised by H7MB 34 finishing 31/07/2016.	11/11/14
03	**Changes to codes:** *Creative Project for Artists and Designers* from DX2Y 35 *(lapse date 31/07/2013, finish date 31/07/2015)* to H381 35. *Art and Design Project* from DV5W 35 *(lapse date 31/07/2013, finish date 31/07/2015)* to H380 35. *Web Design: An Introduction* from DV5M 34 *(lapse date 31/07/2013, finish date 31/07/2015)* to H383 34. *2D Computer Animation* from DV5N 35 *(lapse date*	22/02/13

	31/07/2013, finish date 31/07/2015) to H31E 35. **Added to frameworks: HNC/HND:** *Model Making: Exhibition Project* F0MP 35. **HND:** *3D Design: Model Making* F0MD 35. *Interior Design Studies: Building Regulations* F2T8 34. *Art and Design: Advanced Project* F1D8 35.	
02	Addendum added to page 12 to communicate new Unit codes.	28/03/11

Contents

1   Introduction

This is the Arrangement Document for the new Group Awards of HNC and HND in 3D Design which were validated in April 2006 and November 2006 respectively. This document includes: background information on the development of the Group Awards, their aims, guidance on access, details of the Group Award structures, and guidance on delivery.

The new HN qualifications in 3D Design are designed to equip candidates with the knowledge, understanding and skills required for success in current and future employment or progression to further academic and/or professional qualifications.

2   Rationale for the development of the awards

A market research strategy was formulated by the HNC/HND 3D Design Qualification Team. Following initial team discussions the contact of a modernized Award was devised. A questionnaire was designed for both the Industry and Higher Education Sectors and responses were analysed by a consultant and finding sent to the QDT who then revised the draft frameworks based on the responses from the market research.

The HNC and HND in 3D Design have been devised as national awards that will be delivered in further education colleges across Scotland. The awards will supersede most courses currently on offer within areas such as Interior Design, Spatial Design, Product Design, Exhibition Design, Furniture Design and Model Making.

By bringing these subject areas together within one main framework for 3D Design the learner will have the opportunity to undertake a much greater choice of subject areas and therefore broaden their learning experience.

Further education has to cater for a variety of different candidate requirements and aspirations. Many candidates continue to use the HNC and HND programmes as stepping-stones to Higher Education and therefore it is essential that creativity of thought as well as professional practice be delivered within such programmes of study.

3   Aims of the award

The aims of the HNC/HND Group Awards have been divided into general aims and subject-related (specific) aims.

3.1   General aims of the award

The HNC has a range of broad aims that are generally applicable to all equivalent HE qualifications eg:

1   develop a range of contemporary vocational skills
2   prepare candidates for employment
3   develop specialist technical skills and knowledge
4   conduct independent project work involving the integration
5   application of a variety of skills within a determined time scale
6   develop options to permit an element of vocational specialism
7   develop critical and evaluative thinking
8   develop problem solving
9   develop the ability to manage and absorb large amounts of information
10   develop communication skills and presentation techniques
11   develop the ability to be flexible and to work co-operatively with others
12   develop personal effectiveness
13   develop the ability to take responsibility for one's own learning
14   develop study and research skills
15   develop skills in IT
16   develop current employment skills and expertise
17   provide opportunities for career planning
18   enhance employment prospects for candidates undertaking the course(s).

The HND has a range of broad aims that are generally applicable to all equivalent HE qualifications, eg:

1   develop a range of contemporary vocational skills
2   prepare candidates for employment
3   develop specialist technical skills and knowledge
4   conduct independent project work involving the integration
5   application of a variety of skills within a determined time scale
6   develop options to permit an element of vocational specialism
7   develop critical and evaluative thinking
8   develop problem solving
9   develop the ability to manage and absorb large amounts of information
10   develop communication skills and presentation techniques
11   develop the ability to be flexible and to work co-operatively with others
12   develop personal effectiveness
13   develop the ability to take responsibility for one's own learning
14   develop study and research skills
15   develop skills in IT
16   develop current employment skills and expertise
17   provide opportunities for career planning
18   enhance employment prospects for candidates undertaking the course(s)
19   enable progression within the SCQF including progression to HE.

3.2   Specific aims of the awards

The qualifications comprise a core framework of generic design studies, which underpin and inform the specialist design discipline studied by candidates. Candidates would normally study only one of these specialist areas of design activity but may select some optional Units in related design subjects.

During the course of study for the qualifications candidates will develop an understanding of the creative design process and this will be related directly to the specialist design discipline.

The specific aim of the HNC Award are that the candidate will be able to demonstrate:

1   a fluency in drawing — the language of the designer
2   an understanding of design as a problem solving activity
3   the ability to research and synthesise information relevant to the design activity
4   experience of various scenarios within design projects
5   confidence to explore a range of solutions
6   an ability to research and synthesise information relevant to the design activity
7   an ability to arrive at and evaluate design proposals
8   a knowledge of the stages of developing design solutions from conception to final production drawings/3D work
9   proficiency in the production of design drawings/3D work
10   proficiency in IT skills in specialist software
11   the skills of professional presentation of design work, including visual, oral and written material
12   the skills to make well reasoned evaluation of design work.
13   an understanding of the links between creativity and drawing
14   an ability to time manage
15   an understanding of the significance of health and safety.

The specific aims of the HND Award are the candidates will be able to demonstrate:

1   a fluency in drawing — the language of the designer
2   an understanding of design as a problem solving activity
3   the ability to research and synthesise information relevant to the design activity
4   experience of various scenarios within design projects
5   confidence to explore a range of solutions
6   an ability to research and synthesise information relevant to the design activity
7   an ability to arrive at and evaluate design proposals
8   a knowledge of the stages of developing design solutions from conception to final production drawings/3D work
9   proficiency in the production of design drawings/3D work
10   proficiency in IT skills in specialist software
11   the skills of professional presentation of design work, including visual, oral and written material
12   the skills to make well reasoned evaluation of design work.
13   an understanding of the links between creativity and drawing
14   an ability to time manage
15   an understanding of the significance of health and safety.

Within the context of the specialist design discipline a further range of practical skills will also be acquired. These include:

1   ability to evaluate theoretical concepts
2   the application of theoretical concepts to design projects
3   good verbal and written communication skills critical analysis
4   proficiency in the use of ICT and of appropriate specialist software
5   knowledge of specialist processes, procedures and logistical issues
6   competency in hand skills which relate to the individual design discipline eg in the design discipline of Model Making
7   knowledge of specialist materials, techniques, professional requirements and regulations.

3.3   Target groups

These awards are suitable for a wide range of candidates:

♦   school leavers
♦   adult returners to education
♦   candidates in employment
♦   self-employed individuals

The awards are designed to meet the needs of candidates who wish to develop skills and knowledge to gain employment in a 3D design discipline within the creative industries. The awards also prepare candidates for progression to degree level studies in 3D Design.

3.4   Employment opportunities

Employment opportunities may relate directly to the specialist discipline which each candidate follows. Market research confirmed that candidates who gained these HNC/HND vocational qualifications would have employment opportunities in the following areas:

♦   Interior Design practices
♦   Architectural practices
♦   Product Design practices
♦   Product Development companies
♦   Exhibition Design companies
♦   Model Making companies
♦   Theatre or film production
♦   Design consultancies

4   Access to awards

As with all SQA qualifications, access will be at the discretion of the centre offering the group awards, but given the demands of the course, it is advisable that candidates demonstrate competence in one of the following:

1   SQA National Units and courses in relevant areas at Higher level.
2   SQA Scottish Group Award (SGA) in Art and Design at Intermediate 2 level, with additional appropriate Highers.
3   SQA SGA in Art and Design at Higher level.
4   SQA SGA at Advanced Higher level in Art and Design or other relevant awards.
5   GCE 'A' level in Art and Design related subjects and other relevant GCE awards.

4.1   Prior Qualifications

The following sections identify formal qualifications for candidates who wish to access the awards.

(a)   Secondary Education

♦   SQA National Units and courses in appropriate subjects at Higher level
♦   GSVQ (level 3) Art and Design or other appropriate awards
♦   SGA in Art and Design at Intermediate 2 level, with additional appropriate Highers
♦   SGA in Art and Design at Higher level
♦   SGAs at Advanced Higher level with appropriate subjects
♦   Specialisms appropriate to the HNC/HND 3D Design evidenced by suitable qualifications

(b)   Further Education

♦   SQA National Units and courses in appropriate subjects at Higher level
♦   GSVQ (level 3) Art and Design or other appropriate awards
♦   SWAP Access courses — Art and Design or similar
♦   SGA in Art and Design at Intermediate 2 level, with additional appropriate Highers
♦   SGA in Art and Design at Higher level
♦   SGA at Advanced Higher level with appropriate subjects
♦   GCE 'A' levels in appropriate subjects
♦   Specialisms appropriate to HNC/HND 3D Design evidenced by suitable qualifications

4.2   Entry to Year 2 HND

In order to achieve the HND in 3D Design candidates must gain 30 credits. While ideally the full-time candidates should be encouraged to achieve 15 credits in each year, wider access should be provided to cater for the needs of those, for example, who have achieved the HNC at day release or evening class or in other colleges.

Candidates would therefore be expected to have a minimum of 12 credits on entry to year 2 and these would include the HNC mandatory Units. Candidates with qualifications of an equivalent nature should be given opportunities in APL (Accreditation of Prior Learning) or accelerated assessment to enter year 2 of the HND award.

4.3   Core Skills Entry Level

The recommended Core Skills entry profile for the HNC/HND 3D Design qualifications is as follows:

Core Skill	SCQF level
Communication	5
Numeracy	5
Problem Solving	5
Information Technology	5
Working with Others	5

The recommended entry Core Skills profile has been set to reflect the minimum requirements of the new HN design principles. This level has been adopted as it allows candidates from a wide range of backgrounds to access the awards. It is recognised that not all candidates accessing these awards will have a certificated Core Skills profile, particularly mature students or returners to work and education.

4.4   Work Experience

Mature candidates with suitable work experience will be accepted for entry provided the enrolling centre believes the candidate is likely to benefit from undertaking the award.

4.5   English as an additional language

For candidates where English is not their first language it is recommended that they possess English for Speakers of Other Languages (ESOL) SCQF level 5 or a score of 5.5 in IELTS.

4.6   Social Inclusion

Existing Art and Design courses have a tradition of offering opportunities to applicants who may be without formal qualifications and who may have experienced social exclusion. Therefore, centres are encouraged to support fully the tradition of social inclusion and continue to provide opportunities for applicants from non-traditional programmes. In such cases, centres are encouraged to take into account experience, life skills and potential ability.

5   Awards structure

Both group awards adhere to the HN Design Principles outlined below:

5.1   Design Principles for HNCs and HNDs

♦   HNCs shall be designed to be at SCQF level 7 and shall comprise 96 SCQF credit points
♦   HNDs shall be designed to be at SCQF level 8 and shall comprise 240 SCQF credit points
♦   HNCs should incorporate at least 48 SCQF credit points at SCQF level 7
♦   HNDs should incorporate at least 64 SCQF credit points at SCQF level 8

Core Skills

♦   HNC and HND programmes shall incorporate opportunities for candidates to develop Core Skills
♦   HNCs and HNDs should clearly include opportunities for candidates to develop Core Skills to levels required by the occupations or progression pathways the HNs support. This would mean that all five Core Skills should be developed in every HN programme.

Mandatory Section

♦   HNCs should include a mandatory section of at least at 48 SCQF credit points including a Graded Unit
♦   HNDs should include a mandatory section of at least 96 SCQF credit points, including Graded Units

Graded Units

♦   HNCs should include one group award Graded Unit of 8 SCQF credit points at SCQF level 7
♦   HNDs should include one group award Graded Unit of 8 SCQF credit points at SCQF level 7, plus 16 SCQF credit points of Graded Unit(s) at SCQF level 8.

The purpose of Graded Units is to assess the candidate's ability to integrate and apply the knowledge and/or skills gained in the individual HN Units to demonstrate that they have met the principal aims of the Group Award, and grade candidate achievement.

5.2   The Scottish Credit and Qualifications Framework (SCQF)

The Scottish Credit and Qualifications Framework (SCQF) has been given due consideration in the design of these Group Awards. This has resulted in the HND being broadly equivalent to the second year of a Scottish degree. All new Units have been allocated an SCQF level; generally the first year HNC/HND is level 7 while the second year HND is level 8.

5.3 Frameworks

5.3.1 Structure of HNC 3D Design

The HNC 3D Design award consists of 12 credits — 6 mandatory credits and 6 optional credits. Within the optional section candidates must select a minimum of **two** credits from one specialist cluster. The remaining options can be drawn from further clusters or the additional optional Units. However, candidates would be expected to complete one specialist cluster of four credits within the optional section.

* Please refer to page 12 for notes in relation to new Unit codes.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Mandatory Units				
Developmental Drawing	DV96 34	8	7	1
Digital Imaging	FD63 34	8	7	1
Art and Design Context	FD63 35	8	8	1
Art and Design Project	H380 35	8	8	1
Art and Design: Creative Process	DV5T 34	8	7	1
3D Design: Graded Unit 1	DX44 34	8	7	1
Optional Units Group 1 (from 2–6 credits to be taken)				
Interior Design Project: Research and Concepts	DW78 34	8	7	1
Interior Design Project: Process	DW77 34	16	7	2
Interior Design Project: Development and Realisation	DW76 34	8	7	1
Design Semantics	DW73 34	8	7	1
Product Design: Illustration	DW72 34	8	7	1
Product Design: Materials and Manufacture	DW7F 34	8	7	1
Art and Design: Cultural Identity	DX03 34	8	7	1
Exhibition: Planning and Design	DX06 34	8	7	1
Exhibition Design: Creative Concept	DX04 34	8	7	1
Exhibition Design: Modular Design Systems and Techniques	DX00 34	8	7	1
Exhibition Design: Studio Practice	DX05 34	8	7	1
Model Making: Equipment and Tools	DW7C 34	8	7	1
Model Making: Materials	DW7E 34	8	7	1
Model Making: Finishing Skills	DW7D 34	8	7	1

**Refer to History of Changes for revision changes.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Furniture: Materials for Design	DW75 34	8	7	1
Furniture Design: Applied Decoration	DW74 34	8	7	1
Model Making: Construction Techniques	DW79 34	8	7	1
Additional Optional Units (from 0–4 Units to be taken from this section)				
Life Drawing	DV98 34	8	7	1
Interior Design: Applied Practice	DX07 34*	8	7	1
Observational Drawing	DV9A 34	8	7	1
Drawing for 3D Design	DX01 34	8	7	1
Photography: An Introduction	DW6C 34	8	7	1
Interior Design: Building Services	DX08 34	8	7	1
Interior Design: Construction and Details	DX0C 34	8	7	1
Interior Design: Materials, Finishes and Products	DX09 34	8	7	1
Model Making: Architectural	DX0A 34	8	7	1
Model Making: Creative	DW7A 34	8	7	2
Graphic Design: Three-Dimensional	DV97 34	8	7	1
Communication: Practical Skills	H7MB 34**	8	7	1
Employment Experience 1	D7HJ 34	8	7	1
Work Role Effectiveness	DG6E 34	8	7	3
Work Role Effectiveness	DG6G 35	8	8	3
Work Place Communication in English	H8T2 33**	8	6	1
Personal Development Planning	DE3R 34	8	7	1
Model Making: Exhibition Project	F0MP 35**	16	8	2

 **Refer to History of Changes for revision changes.

5.3.2   Structure of HND 3D Design

The HND 3D Design award comprises of 30 credits — 12 mandatory credits and 18 optional credits. Within the optional section candidates would be expected to complete two specialist clusters of the same design discipline (ie 8 credits) with the remaining 10 credits being drawn from Units in further clusters or from further Optional Units.

* Please refer to page 12 for notes in relation to new Unit codes.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Developmental Drawing	DV96 34	8	7	1
Digital Imaging	FD69 34	8	7	1
Art and Design Context	FD63 35	8	8	1
Art and Design Project	H380 35	8	8	1
Art and Design: Creative Process	DV5T 34	8	7	1
3D Design: Graded Unit 1	DX44 34	8	7	1
3D Design: Digital Modeling	F0MC 34	8	7	1
Creative Project for Artists and Designers	H381 34**	8	8	1
3D Design: Portfolio and Presentation	F0X7 35	8	8	1
Art and Design Context: Personal Investigation	F0MF 35	8	8	1
3D Design: Graded Unit 2	F13R 35	16	8	2
Optional Units				
Interior Design Project: Research and Concepts	DW78 34	8	7	1
Interior Design Project: Process	DW77 34	16	7	2
Interior Design Project: Development and Realisation	DW76 34	8	7	1
Interior Design: Concept Project	F0MG 35	8	8	1
Interior Design: Scheme Project	F0MJ 35	8	8	1
Interior Design: Finished Project	F0MH 35	16	8	2
Design Semantics	DW73 34	8	7	1
Product Design: Illustration	DW72 34	8	7	1
Product Design: Materials and Manufacture	DW7F 34	8	7	1
Art and Design: Cultural Identity	DX03 34	8	7	1

**Refer to History of Changes for revision changes.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
2D Computer Animation	H31E 35**	16	8	2
3D Computer Animation	DV94 35	16	8	2
3D Design: Digital Modeling Development	F0MB 35	8	8	1
3D Design: Digital Modelling Development	F0MB 35	8	8	1
3D Design: Introduction to Lighting	F0MR 35	8	8	1
3D Design: Project Management	F0MS 35	1	8	8
Art and Design Sustainability	F0MT 35	8	8	1
Art and Design: Cultural Identity	DX03 34	8	7	1
Art and Design: Working with a Client	F0MM 35	8	8	1
Communication: Practical Skills	H7MB 34**	8	7	1
Design Semantics	DW73 34	8	7	1
Digital Video for Artists and Designers	DX34 35	8	8	1
Drawing for 3D Design	DX01 34	8	7	1
Employment Experience 2	D77H 34	8	7	1
Exhibition Design: Creative Concept	DX04 34	8	7	1
Exhibition Planning and Design: Development	F0MN 35	16	8	2
Exhibition: Planning and Design	DX06 34	8	7	1
Exhibition: Temporary Structures and Events	F0MV 35	16	8	2
Furniture Design: Applied Decoration	DW74 34	8	7	1
Furniture History	F0XY 34	8	7	1
Furniture Materials	F0XJ 34	8	7	1
Furniture Specification	F0XP 34	8	7	1
Furniture Workshop Practice	F0Y9 33	8	6	1
Furniture Workshop Project	F0XC 34	8	7	1
Furniture: Construction	F0XF 35	8	8	1
Furniture: Machine Function and Use	J5WM 33**	8	6	1
Furniture: Materials for Design	DW75 34	8	7	1
Model Making: Client Commission	F0MW 35	16	8	2
Model Making: Construction Techniques	DW79 34	8	7	1
Model Making: Construction Techniques	DW79 34	8	7	1
Model Making: Equipment and Tools	DW7C 34	8	7	1
Model Making: Finishing Skills	DW70 34	8	7	1
Model Making: Materials	DW7E 34	8	7	1
Model Making: Prototyping	F0MY 35	16	8	2
Product Design Project	F0ML 35	16	8	2
Product Design Project	F0ML 35	16	8	2
Product Design: Product Analysis	F0MK 34	8	8	1
Product Design: Product Analysis	F0MK 34	8	7	1

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Furniture: Powered Equipment	F0XK 35	8	8	1
Graphic Design: Three-Dimensional	DV97 34	8	7	1
Interior Design: Applied Practice	DX07 34	8	7	1
Interior Design: Building Services	DX08 34	8	7	1
Interior Design: Construction and Details	DX0C 34	8	7	1
Interior Design: Design Details and Construction Techniques	DX02 34	8	7	1
Interior Design: Materials, Finishes and Products	DX09 34	8	7	1
Life Drawing	DV98 34	8	7	1
Model Making: Architectural	DX0A 34	8	7	1
Model Making: Creative	DW7A 34	16	7	2
Model Making: Integrated Lighting Effects	F0MX 35	16	8	2
Observational Drawing	DV9A 34	8	7	1
Personal Development Planning	DE3R 34	8	7	1
Photography: An Introduction	DX6C 34	8	7	1
Portfolio Production	DV9C 34	8	7	1
Fashion Illustration: An Introduction	F26W 34	8	7	1
Display Design: Special Promotions	F45V 34	16	7	2
Mixed Media	DV67 34	8	7	1
Display Design: In Store	F45W 35	16	8	2
Retail Corporate Image	HJ3N 35	8	8	1
Sign Design and Colour Application	F03V 34	8	7	1
Display Design: Prestige Design	F45X 35	16	8	2
Client Initiated Design Project	DX3G 35	8	8	1
Web Design: An Introduction	H383 34**	8	8	1

**Refer to History of Changes for revision changes.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
3D Design: Model Making	F0MD 35**	8	8	1
Art and Design: Advanced Project	F1D8 35**	16	8	2
Furniture Manufacture	F0XH 34	8	7	1
Furniture: Analysis	F0XX 34	8	7	1
Furniture: Applications of Finishes	F0XD 34	8	7	1
Furniture: Finishing Techniques	F0XG 33	8	6	1
Furniture: Modern Upholstery	F0Y3 34	8	7	1
Furniture: Project	F0XL 35	16	8	2
Furniture: Shaped Work	F0XV 35	16	8	2
Furniture: Timber Techniques	F0Y5 34	8	7	1
Furniture: Workshop Project	F0XC 34	16	7	2
Interior Design Studies: Building Regulations	F2T8 34**	8	7	1
Model Making: Exhibition Project	F0MP 35**	16	8	2

**Refer to History of Changes for revision changes.

*__Addendum 28 March 2011__

The following Units have been revised and recoded for delivery from August 11:

Digital Imaging FD69 34
Art and Design Context FD63 35

5.4   Graded Units

The purpose of the Graded Unit is to assess the candidate's ability to retain and integrate the knowledge and/or skills gained in the mandatory Units; to assess that the candidate has met the principal aims of the Group Award and to grade candidate achievement. The Graded Unit(s) will be assessed and a grade of A, B or C will be awarded to each of the Units.

Candidates will undertake a one credit Graded Unit at level 7 for the HNC Award and a two credit Graded Unit for the HND Award.

5.4.1   Type of Graded Unit

Both Graded Units will be projects in the form of practical assignments. It is recommended that the delivery and assessment of the Graded Units should take place in the latter part of the courses as it is important that candidates have had the opportunity to undertake a substantial amount of their programme of study. Candidates should have completed, or be in the process of completing, 80% of the award prior to undertaking the Graded Unit. The Graded Units cover a range of knowledge and/or skills achieved through studying the mandatory Units.

Candidates will be mentored throughout the Graded Units with structured feedback being given at the end of each of the three stages of the Unit: Planning, Development and Evaluation.

Centres may use the assessment instruments developed by the Qualification Design Team. Alternatively, centres wishing to use their own assessment materials are advised to have these verified by SQA prior to use. An Assessment Exemplars will be available for the Graded Units to support centres in their delivery of the Graded Units.

5.4.2   Rationale for Graded Unit assessments

In the Design industry, the most common method of gaining employment is through attending an interview with the presentation of a portfolio of work. This is also the way in which candidates progress on to degree programmes and HEIs.

The Graded Units will provide an opportunity for candidates to integrate the knowledge and skills gained in the mandatory Units in the form of a practical assignment, which would contribute substantially to the overall portfolio of work achieved by undertaking the HN 3D Design awards.

5.5   Core Skills

Core Skills are not formally assessed in the HNC/HND awards. However, candidates completing these awards will have the opportunity to develop Core Skills at the undernoted levels:

- ♦   Communication   SCQF level 6
- ♦   Problem Solving   SCQF level 6
- ♦   Working with Others   SCQF level 6
- ♦   Numeracy   SCQF level 6
- ♦   Information Technology   SCQF level 6

Candidates will develop verbal, written and graphical communication to a high level. Similarly interaction, in a variety of situations, will develop social skills such as working with others, problem solving and interacting with clients. Skills in the use of ICT and related technologies will be developed as part of the qualification.

Within the HND 3D Design course, candidates will have developed design concepts and developed projects from initial briefing to full realisation of completed schemes. They will have formally and informally presented final design solutions both individually and/or in groups. Candidates will have determined strategies for working, developing their own creative output and will have planned and managed projects.

Candidates will have developed research skills, compiled reports, composed and evaluated through use of written narratives, taken part in discussions and used technology to record, research and present work.

5.6   Mapping information

All mandatory Units have been mapped to the aims of the Award. This is best shown in tabular format below. The aims which are numbered are shown in Section 3 of this document.

The table below shows the relationship of the individual mandatory Units to the stated aims.

HNC

Title of Unit	General aim	Specific aim
Developmental Drawing	1, 5, 8	1, 9, 13
Digital Imaging	1, 2, 3, 5, 6, 15	9, 10, 11
Art and Design Project	1, 5, 6, 8, 11, 16	2, 4, 5, 6, 9, 11, 12, 14 15
Art and Design Context	5, 6, 7, 9, 10, 14	3, 6
Art and Design: Creative Process	1, 5, 6, 8, 11	2, 4, 5, 6, 13
Grade Unit 1	1, 2, 5, 6, 7, 8, 12, 13, 16, 17, 18	2, 3, 4, 5, 6, 7, 8, 9, 12 14, 15

HND

Title of Unit	General aim	Specific aim
Developmental Drawing	1, 5, 8	1, 9, 13
Digital Imaging	1, 2, 3, 5, 6, 15	9, 10, 11
Art and Design Project	1, 5, 6, 8, 11, 16	2, 4, 5, 6, 9, 11, 12, 14, 15
Art and Design Context	5, 6, 7, 9, 10, 14	3, 6
Art and Design: Creative Process	1, 5, 6, 8, 11	2, 4, 5, 6, 13
Grade Unit 1	1, 2, 5, 6, 7, 8, 12 13, 16, 17, 18	2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 15
3D Design: Digital Modeling	1, 2, 3, 15	1, 9, 10
Creative Project for Artists and Designers	1, 3, 4, 6, 8	1, 2, 4, 7, 8, 9, 12 13
3D Design: Portfolio and Presentation	1, 2, 3, 5, 10, 11 12, 16	11, 12, 14
Art and Design Context: Personal Investigation	7, 9, 10, 13, 14 17, 18, 19	3, 6
Grade Unit 2	1, 2, 3, 4, 7, 16 18, 19	3, 4, 5, 7, 8, 9, 11 12, 14, 15

5.7 Articulation, professional recognition and credit transfer

5.7.1 Articulation

Candidates who have successfully completed the HND award may be considered for entry into year 3 of a degree programme — however, this is at the discretion of each university and is based on the portfolio evidence presented by the individual candidate at interview. Articulation to year two of a degree programme with an HN award is also a well established route of progression.

5.7.2 Credit Transfer

It is anticipated that during the transition period that some candidates may wish to transfer from an old (1988) design rule HNC (or first part of an HND) into the new HND in 3D Design. To facilitate this, it has been agreed that such candidates need only achieve the HND Graded Unit of 16 SCQF credit points at level 8, and that they are not required to also achieve the HNC Graded Unit of 8 SCQF credit point at level 7.

The following arrangements show the alternative route to certification, which will **only** be available to candidates who have already completed a 'predecessor' HNC/first year HND and should **not** be offered to any new candidates. Candidates should:

♦ be given credit transfer between HNC/HND Units (developed using 1988 design principles) and the new HN Units (developed using 2003 design principles)
♦ achieve a Graded Unit(s) of 16 SCQF points at level 8
♦ be given opportunities to develop Core Skills

Credit transfer can be given where there is broad equivalence between subject related content of the Unit (or combination of Units).

Candidates who are given credit transfer between current HNC/HND Units and the new HN Units must still satisfy all other conditions of award of the new principles HNC/HND including the mandatory Units and the correct number of credits at the correct SCQF level.

6 Approaches to delivery and assessment

6.1 Content and context

The HNC and HND in 3D Design are specialist awards, permitting candidates to develop and advance skills and knowledge in one of five key areas: Interior Design, Product Design, Exhibition Design, Furniture Design or Model Making.

Candidates can augment these studies by selecting from the range of optional Units and candidates undertaking a 3D Design course can study a variety of design subjects, as well as skills in one design discipline, in order to develop a wider skills base. There are related skills and knowledge bases across the 3D frameworks and synergies between the specialist disciplines.

The awards are aimed at both those who wish to embark on a career in the design industry and those who wish to develop the necessary skills to progress to further studies or employment.

Although the Units in the HNC and HND are designed and intended to be delivered as part of the Group Awards it is possible for them to be delivered as stand-alone qualifications.

6.2 Delivery and assessment

These Group Awards are designed to provide a balance between the development of key skills and creativity required by 3D Designers and the Creative Industries.

Although centres can choose the delivery sequence of Units within the awards, it is envisaged that the primary elements of the mandatory Units in the first year are delivered prior to delivering the Graded Unit. It is important that these elements of the mandatory Units have been delivered before the Graded Unit is assessed.

In the second year, candidates will be required to undertake a series of mandatory Units along with a focused selection of Units within their chosen area of specialism. They will also undertake a 2 credit Graded Unit as the mandatory components of the course are being, or have been, completed.

The assessment strategy of the SQA Design Principles — to encourage a more holistic approach to assessment — has been adopted in this award. The new HN Unit specification places the emphasis on reducing the assessment load for both candidates and centres by devising assessments that assess the entire Unit or join the assessments of Outcomes together.

There is also the opportunity to integrate some assessments across Units. The logistics of this will depend on the programmes offered in individual centres.

Unit specifications detail the exact evidence requirements and assessment procedures for each assessment event. Should centres wish to use different modes of assessment from the recommendation they should seek prior moderation from SQA. Exemplar Assessments will be produced for mandatory Units indicating to centres what is required from the assessment instrument and the national standard of achieved required at the appropriate SCQF level.

6.3 Open Learning

Open Learning may be feasible for some Outcomes within some Units in these awards. These opportunities are highlighted within the Unit specifications. However, the majority of Outcomes rely on developing practical performance skills in the presence of a lecturer and/or fellow candidates. Practical and 'hands-on' activities underpin much of the learning, so the opportunities for distance learning are limited. Centres may, however, find it possible to develop solutions for all or parts of some Units provided all Unit and moderation requirements are met in full.

Because of the intensive nature of the training for some Units, distance learning provision would be difficult to achieve. Technological advances may make the possibility of such creative solutions more widespread in the future.

For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: **www.sqa.org.uk**

7 General information for centres

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**.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (**www.sqa.org.uk**).

8 General information for candidates

The HNC and HND in 3D Design are devised to equip you with the knowledge, understanding and skills to allow you to gain employment within the creative industries or to progress to higher education.

The awards encompass a range of design disciplines including: Exhibition Design, Furniture Design, Interior Design, Model Making and Product Design — normally your course will focus predominantly in one of these areas and enable you to develop the specialist skills and knowledge for that creative field.

The HND 3D Design award is designed to lead to further studies in design or equip you to enter employment in a wide range of design careers at an introductory level.

The HND in 3D Design is comprised of 30 Higher National Units. These fall into two categories:

♦　The Core Units which are mandatory
♦　The Optional Units which cover specialist areas of 3D design and a wide spectrum of subjects

In year 1 of the HND award you will study 15 credits in total. Twelve of these credits make up the HNC award in 3D Design and the further three credits are undertaken to bridge year 1 into year 2 of the HND award.

The Core Units within the HNC and HND are common to the other HND Art and Design awards in HND Visual Communications and HND Computer Art. This common core was intentionally designed to offer you the opportunity to transfer from one award to another.

The Optional Units cover a wide variety of subjects. These will give you the opportunity to undertake supporting subjects that will complement the main area of your studies.

8.1   The Graded Units

Within the Core Units there are Graded Units. In the HNC or year 1 of the HND, this is a single credit Unit at SCQF level 7. In the second year of the HND the Graded Unit is a double credit Unit at SCQF level 8. Both Graded Units are project based Graded Units which take the form of practical assignments. You will normally undertake these when you have completed the Core Units. The Graded Units are predominantly self-motivated projects with scheduled mentoring sessions with your course tutor.

8.2   Personal Development

The award will provide opportunities to develop your skills in a variety of ways. This will include the development of your skill in researching, working independently, working with others, evaluating your own work and performance and reflecting on ways to improve. It is important to take responsibility for your own learning and development. Personal development will be on-going throughout your course.

Throughout the awards you will be given opportunities to develop the Core Skills of Communication, Numeracy, Problem Solving, IT and Working with Others.

8.3   Progression Pathways

8.3.1   Progression to Higher Education

The HND award offers you a wide range of articulation routes to higher education. Depending on the HE Institution, candidates with HND awards may obtain entry to 2nd year or 3rd year of degree programmes. Entry to these programmes is usually dependent on satisfactory UCAS reference and review of portfolio of design work. The creative design work produced during your HND course will contribute to a comprehensive portfolio.

8.3.2   Progression to Employment

The HNC and HND awards will develop knowledge and skills which will help you progress to employment. The technical skills and knowledge for your specialist area will be developed. Within the awards there is an emphasis on personal development including communication, presentation, working independently, meeting time deadlines and using initiative and these will all enhance your employability.

9   Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10   Appendices

Core Skills Signposting — HNC 3D Design

Communication (SCQF level 6)

Skill component Written Communication (Reading)

Read and Understand complex written communication

a   Identify and summarise significant information, ideas and supporting detail.
b   Evaluate effectiveness in meeting purpose and needs of readership.

Unit	Knowledge and Skills/Evidence	a	b
Art and Design Context	Research into social, political, technological, ecological and contemporary categories-identification and sourcing of complex material on historical and contemporary aspects of selected area of art and design.		✓
Creative Process	Apply research methods to access and analyse design examples and support information from a range of sources.	✓	✓
Graded Unit	Planning and Developing a Practical Assignment -extracting, evaluating and summarising complex background written and graphic information from a range of data sources.	✓	✓
Knowledge and skills across the award will require in depth study and evaluation of a range of complex graphic and textual communication materials. Research on current practice and professional issues will underpin the award.			

Written Communication — Writing

Produce well-structured Written Communication on complex topics

a   Present essential ideas/information in a logical and effective order.
b   Use a structure which takes account of purpose/links points for clarity and impact.
c   Use conventions which are effective and adapted for audience.
d   Use accurate spelling, punctuation, sentence structures.
e   Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience.

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
Art and Design Context	Analytical report on key factors in selected area of study including visual materials and reference sources of not less than 1,500 words.	✓	✓	✓	✓	✓
Art and Design Project	Development and presentation of design solutions to specific briefs using appropriate media.	✓	✓	✓	✓	✓
Creative Process	Analysis and evaluation of design process-illustrated report of 1,000 words	✓	✓	✓	✓	✓
Graded Unit	Production and presentation of well structured extended reports on Planning, Development and Evaluation of practical assignment.	✓	✓	✓	✓	✓

Unit evidence is often presented in or supported by a written report. An ability to report on and document activities accurately and to professional conventions will be essential to achievement. Design and presentation of materials to a specific brief and in a range of media is integral to the award.

Oral Communication

Produce and respond to oral Communication on a complex topic

a   Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality.
b   Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis.
c   Structure to take full account of purpose and audience.
d   Take account of situation and audience during delivery.
e   Respond to others taking account of their contribution.

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
Art and Design Context	Analytical oral presentation option of 15 minutes on key factors affecting selected area of study including design and production of visual materials.	✓	✓	✓	✓	✓
Design Semantics	Outcome 3 — formal oral presentation of design solutions to a specified brief simulating presentations to a client.	✓	✓	✓	✓	✓
Oral presentation is an assessment option for reporting in several units. Class group work and in-depth reviews with assessors throughout the course will encourage discussion of analytical problem solving approaches and will additionally support verbal exploration of complex arts and design issues.						

Using Information Technology (SCQF level 6)
Use an IT system independently to process a range of information

a   Use a range of it equipment paying attention to security and other users.
b   Resolve a simple hardware or software problem.
c   Use software in an unfamiliar context requiring analysis, design, integration of data, decision on format.
d   Carry out searches to extract and present information from electronic sources.

Unit	Knowledge/Skills/Evidence	a	b	c	d
Digital Imaging	Outcomes 1–3 demonstration of technology management in working context. Understanding and application of format, file size, resolution and storage.	✓	✓	✓	✓
3D Graphic Design	Theoretical and underpinning knowledge for the unit requires understanding and practical application of concepts of orthographic projection, dimension sequence.	✓	✓	✓	✓
Developmental Drawing	Potential for use of appropriate software to analyse, design, integrate and output materials.	✓	✓	✓	✓
Interior Design Process	Internet research to source a range of design examples for analysis and annotation.	✓	✓	✓	✓

Practical work will involve extensive access to and use of technology. Candidates will access software which supports analysis, design, integration and multi media presentation of data.

Internet research on current professional practice will provide essential underpinning knowledge for the award. Security, consideration and the managing of any technical problems will be a routine aspect of good practice.

Numeracy (SCQF level 6)

Skill component — Using Number

Apply a wide range of numerical skills

a   Work confidently with a numerical or statistical concept.
b   Decide on steps and operations to be carried out.
c   Carry out a number of sustained complex calculations.

Unit	Knowledge/Skills/Evidence	a	b	c
Graded Unit	Assessing, estimating, preparing and applying resource costing and budgets is an aspect of planning, undertaking and evaluating the Practical assignment.	✓	✓	✓
Model Making: Finishing Skills	Outcome 3 — estimating budget for procurement and costing of support material.	✓	✓	✓
Furniture: Materials for Design	Outcome 2 — analysis of structural properties of materials.	✓	✓	✓
Understanding and application of numerical concepts underpin all design activity. Accuracy in measurement and ability to apply a range of complex calculations is intrinsic to practical work.				

Numeracy (SCQF level 6)

Skill component — Using graphical information

Apply a wide range of graphical skills in everyday and generalised contexts

a   analyse and interpret significant features of graphical information in relation to the underlying variables.
b   select appropriate forms — tables, graphs, charts, diagrams or qualitative form — to communicate information.

Unit	Knowledge/Skills/Evidence	a	b
Developmental Drawing	Analysis of requirements, design and production of a portfolio of developmental drawings which convey ideas and concepts.	✓	✓
Creative Process	Theoretical and underpinning knowledge for the unit requires an analytical approach to understanding of graphical concepts. Analysing and interpreting a given brief. Production of design concepts and design solutions.	✓	✓
3D Graphic Design	Theoretical and underpinning knowledge for the unit requires understanding and practical application of concepts of orthographic projection, dimension sequence to the requirements of a brief.	✓	✓
Product Design Illustration	Analysing graphical information. Constructing illustrative drawings to suit specified purpose and audience.	✓	✓

A sophisticated level of skill in graphic communication — the interpretation of graphic information and the ability to analyse requirements, present ideas, information and solutions in graphic form for impact and effectiveness -is developed throughout the award.

Problem Solving (SCQF level 6)
Skill components

Critical Thinking — Analyse a complex situation or issue**.**
Planning and Organising — Plan organise and complete a complex task**.**
Reviewing and Evaluating — Review and evaluate a complex problem solving activity**.**

Unit	Knowledge/Skills/Evidence	ct	po	re
Developmental Drawing	Applying skills to analyse requirements of a given brief and to design, integrate and output effective materials appropriate for audience and purpose.	✓	✓	✓
Art and Design Context	Analysing requirements, identifying and allocating appropriate resources, producing and presenting a design to a brief.	✓	✓	✓
Digital Imaging	Design and production of a range of media to meet specified objectives Production of creative solutions by effective manipulation of visual elements within given formats.	✓	✓	✓
Graded Unit	Researching a Practical Assignment, including aspects such as identifying and analysing components of a design task to meet a remit within resources. Undertaking the assignment, with on-going analysis of performance against brief and targets. Evaluation of effectiveness, reassessment of objectives and revision of goals.	✓	✓	✓
All elements of the Core Skill will be critical to the award which involves throughout an analytical and evaluative approach to problem solving in the context of design solutions. Analysis, strategic planning and implementation of a range of practical activities, with on-going evaluation of effectiveness is integral to the design process. Continuous review, modification and updating is critical to achievement.				

Working with Others (SCQF level 6)

Work with Others in a group to analyse, plan and complete an activity

a   Analyse the activity and identify component tasks and roles.
b   Agree allocation of activities taking account of group strengths and weaknesses.
c   Support co-operative working.
d   Evaluate and draw conclusions about own contribution, justifying with evidence.

Unit	Knowledge/Skills/Evidence	a	b	c	d
Model Making: Creative Design Semantics	Interpretation of client brief and development and simulated presentation of design solutions to client.	✓	✓	✓	✓
Graded Unit	Co-operative working with a range of external and internal contacts in analysis of component tasks, as an aspect of individual planning, designing and presentation of media to a specified brief. Analytical approach to effectiveness of communication skills including discussion of approaches to improving own performance will be covered in Assignment Evaluation report.	✓	✓	✓	✓

Working in 3D Design and related creative industries requires an analytical and evaluative approach to working with a range of others. Skills in communicating with people by listening, negotiating and informing are important to fulfilling the requirements of a brief. The award will foster skills in communication, co-operation and negotiation as essential to effective working practice by encouraging interim presentation of designs and discussion with a peer group.

Core Skills Signposting

Communication (SCQF level 6)

Skill component written Communication (Reading)

Read and Understand complex written communication
a   Identify and summarise significant information, ideas and supporting detail.
b   Evaluate effectiveness in meeting purpose and needs of readership.

Unit	Knowledge and Skills/Evidence	a	b
A & D Context: Personal Investigation	Research into a selected discipline-identification, sourcing form, and analysis of a comprehensive range of complex materials on historical and contemporary aspects of selected area of design.	✓	✓
Creative Project	Applying research methods to access and analyse design examples and support information from a range of sources.	✓	✓
Working for a client	Analysis of a brief, background reading and evaluation of full range of manufacturers' information on relevant products.	✓	✓
Graded Unit 2	Planning and Developing a Practical Assignment — extracting, evaluating and summarising essential background written and graphic information from a range of complex data sources.	✓	✓

In depth study and evaluation of complex written information from texts, web sites and industry papers will underpin the knowledge and skills gained across the award. Research on current practice and professional issues will inform all practical work

Written Communication — Writing

Produce a well-structured Written Communication on complex topics

a   Present essential ideas/information in a logical and effective order.
b   Use a structure which takes account of purpose/links points for clarity and impact.
c   Use conventions which are effective and adapted for audience.
d   Use accurate spelling, punctuation, sentence structures.
e   Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience.

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
A & D Context: Personal Investigation	Referenced analytical research report on key factors in selected area of study including visual materials — minimum 2,000 words.	✓	✓	✓	✓	✓
Creative Project	Development and presentation of design solutions to specific briefs using appropriate media. Presentation of relevant materials, including market analysis, existing design examples, mood boards, examples of production materials and methods.	✓	✓	✓	✓	✓
Working for a Client Graded Unit 2		✓	✓	✓	✓	✓
	Outcome 3 — Presentation to client of a range of creative design solutions and proposals using media and formats to achieve impact.					
	Production and presentation of well structured extended reports written to sector standards for Planning, Development and Evaluation of Practical Assignment.	✓	✓	✓	✓	✓
Unit evidence is generally presented in a written report supporting graphic materials. Ability to report on and document activities accurately and to professional conventions will be essential to achievement. Design and presentation of materials to a specific brief, correctly annotated, and in a range of media is critical to achievement of the award						

Oral Communication

Produce and respond to oral communication on a complex topic

a   Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality.
b   Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis.
c   Structure to take full account of purpose and audience.
d   Take account of situation and audience during delivery.
e   Respond to others taking into account of their contribution.

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
Design Skills: Portfolio	Professional interview involving discussion of key elements in personal approaches to selected art and design discipline supported by presentation of portfolio.	✓	✓	✓	✓	✓
A & D Context: Personal Investigation	Oral presentation option of formal talk on key factors in selected art and design discipline supported by visual materials.	✓	✓	✓	✓	✓
Working for a Client	Outcome 3 —— formal oral presentation to a client of creative response design solutions.	✓	✓	✓	✓	✓
Graded Unit 2	Oral presentation of Developing section evidence to peer group applying all skills developed across the award.	✓	✓	✓	✓	✓

A focus on client communication encourages Oral presentation as an assessment option for reporting in most Units, and in depth questioning by the assessor may additionally be used to supplement portfolio and written presentations of design solutions. Class group work simulating commercial discussions will take place in formative work. In-depth reviews with assessors throughout the course will encourage oral Problem solving approaches and will support verbal exploration of complex design issues.

Using Information Technology (SCQF level 6)

Use an IT system independently to process a range of information

a   Use a range of IT equipment paying attention to security and other users.
b   Resolve a simple hardware or software problem.
c   Use software in an unfamiliar context requiring analysis, design, integration of data, decision on format.
d   Carry out searches to extract and present information from electronic sources.

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
Design Skills: Portfolio	Outcomes 1-3 demonstration of technology management in working context. Understanding and application of format, file size, resolution and storage.	✓	✓	✓	✓	✓
Working with a Client	Underpinning knowledge for the Unit requires understanding and practical application of appropriate software to present materials. Internet research to source a range of information, and design examples for analysis and annotation.	✓	✓	✓	✓	✓
Creative project	Using IT equipment and appropriate range of software to analyse, design, integrate and output materials.	✓	✓	✓	✓	✓

Practical work will involve extensive access to and use of technology. Candidates will access software which supports analysis, design, integration and multi media presentation of design data. Internet research on product specifications and properties, as well as on current professional practice will provide essential underpinning knowledge for the award. Security, consideration and the managing of any technical problems will be a routine aspect of good practice.

Numeracy (SCQF level 6)

Skill Component — Using Number

Apply a wide range of numerical skills

a   Work confidently with a numerical or statistical concept.
b   Decide on steps and operations to be carried out.
c   Carry out a number of sustained complex calculations.

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
Working for a client	Estimating, preparing, presenting and working within a client budget is an essential element of professional work with clients.	✓	✓	✓	✓	✓
Creative Project	Practical application of calculations in concept drawings and design.	✓	✓	✓	✓	✓
Graded Unit 2	Assessing, estimating, preparing and applying resource costing and budgets is integral to professional standards for planning, undertaking and evaluating the Practical assignment.	✓	✓	✓	✓	✓
	Understanding and application of complex numerical concepts underpins all design activity. Accuracy in measurement and ability to apply a range of complex calculations in practical work is intrinsic to award work.					

Numeracy (SCQF level 6)

Skill component — using graphical information

Apply a wide range of graphical skills in everyday and generalised contexts

a   Analyse and interpret significant features of graphical information in relation to the underlying variables.
b   Select appropriate forms — tables, graphs, charts, diagrams or qualitative form — to communicate information.

Unit	Knowledge/Skills/Evidence	a	b
Creative Project	Analysis of requirements, design and production of a portfolio of developmental drawings which convey ideas and concepts. Theoretical and underpinning knowledge for the Unit requires an analytical approach to understanding of graphical concepts. Analysing and interpreting a given brief.	✓	✓
Working with a Client	Theoretical and underpinning knowledge for the Unit requires understanding and practical application of concepts to the requirements of a brief and constructing illustrative drawings to suit specified purpose and audience.	✓	✓
Graded Unit 2	Advanced levels of skill in graphic communication — the interpretation of complex graphic information and the ability to analyse requirements, present ideas, information and solutions in working drawings and visuals — are developed for maximum impact and effectiveness throughout the Unit.	✓	✓
Development and production of design concepts and design solutions across the award requires the application of sophisticated skills in analysing, selecting, producing and evaluating graphic information. Numeracy is a working tool.			

Problem Solving (SCQF level 6)

Skill components

Critical thinking
♦   Analyse a complex situation or issue
Planning and Organising
♦   Plan, organise and complete a complex task
Reviewing and Evaluating
♦   Review and evaluate a complex Problem Solving activity

Unit	Knowledge/Skills/Evidence	ct	po	re
Creative Project	Analysing requirements, identifying and allocating appropriate resources, producing and presenting a design to a brief. Design and production using a range of media to meet specified objectives. Reflective evaluation on achievements of process and product.	✓	✓	✓
Working with a Client	Applying skills to analyse requirements of a given brief and to design, integrate and output effective materials appropriate for purpose	✓	✓	✓
Graded Unit 2	Researching and planning a Practical Assignment, will include identifying and analysing the critical components of a design task to meet a remit within resources. Undertaking, developing and completing specified work within timescales requires on-going analysis of performance against brief and targets. Personal evaluation of effectiveness, reassessment of objectives and revision of goals as appropriate is formally assessed	✓	✓	✓
All elements of the Core Skill will be integral to the award which requires throughout an analytical and evaluative approach to Problem Solving in the context of effective design solutions. Analysis, strategic planning and implementation of a range of practical activities, with on-going evaluation is essential to the design process. Continuous review, modification and updating of objectives is naturally occurring.				

Working with Others (SCQF level 6)

Work with others in a group to analyse, plan and complete an activity

a   Analyse the activity and identify component tasks and roles.
b   Agree allocation of activities taking account of group strengths and weaknesses.
c   Support co-operative working.
d   Evaluate and draw conclusions about own contribution, justifying with evidence.

Unit	Knowledge/Skills/Evidence	a	b	c	d
Working for a Client	Interpretation of client brief and development of design solutions for client.	✓	✓	✓	✓
Design Skills: Portfolio	An ability to work with others and document, demonstrate and reflect upon the continuous professional development achieved and required is an essential component of Unit evidence in Outcome 2.	✓	✓	✓	✓
Graded Unit 2	Co-operative working with a range of external and internal contacts in analysis of component tasks, as an aspect of individual planning, designing and presentation of media to a specified brief. Analytical approach to effectiveness of communication skills including discussion of approaches to improving own performance will be covered in Assignment Evaluation report.	✓	✓	✓	✓

Working in the creative industries requires an analytical and evaluative approach to working with a range of others. Skills in communicating with people by listening, negotiating and informing are important to fulfilling the requirements of a brief. The award will foster skills in communication, co-operation and negotiation as essential to effective working practice by encouraging interim presentation of designs and discussion with a peer group.