SQA Advanced Diploma Creative Art and Design

Code: GW12 48

Course Tutor Guide (International)

Contents

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1. Introduction

1.1 Purpose of Course Tutor Guide

This guide is aimed at staff in SQA Approved Centres who are responsible for SQA Advanced Diploma in Creative Art and Design. It will assist you in the delivery, assessment and internal verification of the SQA Advanced Diploma by providing information on setting up a course, the course framework, centre support with course delivery, teaching plans and guidance on assessment of the units within the course. It also provides information about Core Skills, graded units, quality assurance and verification.

2.   Setting up the course

As part of the approval process, centres are expected to have internal processes for liaising with appropriate parties. Liaison with SQA is normally via the centre's SQA co-ordinator.

It is recommended that a course team is set-up by the Institution and/or Department appointed to oversee the delivery of the course. The course team should comprise of all tutors teaching on the course and one tutor should be nominated as course team leader.

The course team would have the responsibility for overseeing the quality of delivery on the course and to ensure that academic standards are maintained. The course team would also be responsible for monitoring student progress and determining the support required for individuals that are not progressing well.

The course team should meet to discuss matters relating to course delivery, assessment and internal verification on a regular basis (usually two or three times a year) to ensure that any action points are achieved and that the course is delivered efficiently and effectively. It is good practice to maintain a record of such meetings to ensure that any action points are noted and accomplished. This will benefit centres and their students by ensuring that all students achieve their full potential whilst maintaining the appropriate standards.

It is good practice for centres to maintain a library of master folders for each of the units within the course — these may be stored electronically as long as all relevant staff have access to them as and when required. Electronic files on a secure part of the centre's network and/or intranet are particularly appropriate if the award is delivered across different campuses allowing all tutors to access the most up-to-date materials wherever they are located.

The master folders should contain unit specifications, teaching materials (including details of learning, teaching and assessment plans; and if appropriate, details of any integration across either teaching of units or assessment), Assessment Support Packs (ASPs) and re-assessments. This enables new members of staff to access this valuable resource prior to, and during, delivery of the course.

It is good practice for tutors to familiarise themselves with the units and specific requirements of the assessments prior to the start of the course. Unit specifications set out the statement of standards and evidence required for achieving each unit, along with guidance on content and assessment. Assessment Support Packs provide an instrument of assessment for each unit and suggested marking scheme.

Assessment Support Packs **must** be kept secure at all times. In the case of assessments conducted under closed-book and/or supervised conditions, students are not permitted to remove any assessment instruction or their responses from the class. For open-book assessments, students are not permitted to share their responses with others.

All tutors delivering this course have a collective responsibility to ensure that all students are supported in a manner that meets their individual needs as they progress through the course.

3. The SQA Advanced Diploma Structure

3.1 General SQA Advanced Diploma Qualification Framework

To be awarded an SQA Advanced Diploma, the student is required to achieve 30 SQA credits with a mixture of SCQF level 7 and level 8 units.

Each unit is assigned an SQA credit value of either 1 or 2. This credit value is based approximately on 80 hours of study per credit which consists of 40 hours of structured learning and a further 40 hours of student led study to consolidate and reinforce learning.

Each unit is also assigned a Scottish Credit and Qualifications Framework (SCQF) level and credit point value. (See below for further details regarding the SCQF).

Each unit is assigned an agreed number of SCQF credit points. One point represents a notional 10 hours of study by the student at the identified level.

3.1.1 The Scottish Credit and Qualifications Framework (SCQF)

The SCQF has 12 levels ranging from National 1 at SCQF level 1, up to Doctorate at level 12. The different levels indicate the level of difficulty of a particular qualification and the difference between levels is dependent on factors such as:

- the complexity and depth of knowledge and understanding.

- links to associated academic, vocational or professional practice.

- the degree of integration, independence and creativity required.

- the range and sophistication of application and practice.

- the roles taken in relation to other students and workers in carrying out tasks.

3.1.2 SCQF level Descriptors

The SCQF level Descriptors outline the general outcomes of learning at SCQF levels under five broad headings:

- Knowledge and understanding (mainly subject-based)

- Practice (applied knowledge and understanding)

- Generic cognitive skills (for example evaluation, critical analysis)

- Communication, numeracy and information technology (IT) skills

- Autonomy, accountability and working with others

The Descriptors allow broad comparisons to be made between the outcomes of any learning and allow students, employers and the public in general to understand the range of skills and learning that should be achieved at each level. SCQF levels are increasingly used in job advertisements to help employers articulate the skills they require for a particular role and to help potential employees to highlight their skills thus ensuring the right person gets the right job.

For SQA Advanced Diploma courses each unit is also assigned an SCQF level. These levels indicate the degree of difficulty of the work for that unit.

SCQF level 6 is approximately equivalent to sixth year of compulsory secondary education. SCQF level 7 is approximately equivalent to first year of degree level study and SCQF level 8 is approximately equivalent to second year of degree level study.

SCQF level 7 might be the level of an introductory unit in a subject area and SCQF level 8 the level of the continuing unit.

Tutors involved in the delivery and assessment of units will find the SCQF level Descriptors helpful in determining the appropriate level of difficulty and complexity required. For example:

The unit Developmental Drawing (HT3X 47) has an SQA credit value of 1. This represents 80 hours of teaching and learning.

These 80 hours equal 8 SCQF points (1 point = 10 hours of learning) at SCQF level 7.

The unit Developmental Drawing Portfolio (HT4C 48) has 2 SQA unit credits:

Developmental Drawing Portfolio (HT4C 48) could follow on from Developmental Drawing (HT3X 47) and has an SQA credit value of 2. This represents 160 hours of teaching and learning.

These 160 hours equal 16 SCQF points at SCQF level 8.

This means that the unit progresses the students' learning to a higher level.

3.2   Core Skills

The Core Skills are a group of five skills that are key to learning and working in today's world. Employers have identified Core Skills as those that are most likely to be needed in any work environment. This does not mean that every job will need people who are proficient in all five Core Skills but it does mean that every job will require some level of ability in some or all of these skills.

The five Core Skills are: Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving and Working with Others. Each Core Skill is available at levels 2 to 6 of the Scottish Credit and Qualifications Framework (SCQF). A brief description of each Core Skill is detailed below. A further description of each Core Skill at the SCQF levels 2-6 is available on the SQA's website — www.sqa.org.uk/international.

3.2.1 Communication

Communication skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying one's own thoughts, in interacting and conversing with others, in expressing thoughts and in conveying information, feeling and opinions.

The Core Skill in Communication has two components:

- Oral Communication

- Written Communication

3.2.2 Numeracy

Numeracy skills are necessary for coping with the demands of everyday life, including work and study. People need to be comfortable with numbers, and with graphs, symbols, diagrams and calculators.

The Core Skill in Numeracy has two components:

- Using Graphical Information

- Using Number

3.2.3 Information and Communication Technology (ICT)

Information and Communication Technology (ICT) focuses on the ability to use Information Technology (IT) to process information in ways which will be useful in work and in the home — it is not about developing IT specialists.

The Core Skill in Information and Communication Technology (ICT) has two components:

- Accessing Information

- Providing and Creating Information

3.2.4 Working with Others

Working with Others develops the skills needed to co-operate with others in learning and working situations to identify and achieve shared goals.

The Core Skill in Working with Others has two components:

- Working Co-operatively with Others

- Reviewing Co-operative Contribution

3.2.5 Problem Solving

Problem Solving develops the skills needed for tackling issues and problems in personal, social, vocational and occupational contexts.

The Core Skill in Problem Solving has three components:

- Critical Thinking

- Planning and Organising

- Reviewing and Evaluating

3.3 Graded units

In the framework of every SQA Advanced Diploma there are 3 SQA credits of graded unit. There are graded units built into the framework towards the latter part of Year 1 and Year 2. Depending on the SQA Advanced Diploma, there may be three individual graded units of 1 SQA credit or there may be two graded units, a 1-credit and a 2-credit. The purposes of graded units are to:

- demonstrate that the student has achieved the principal aims of the group award.

- demonstrate the student's ability to integrate the knowledge and understanding gained from other units making up the group award.

- grade student performance.

Graded units are specific to the group award being delivered, and reflect the principal aims of that group award. This means that they will also clearly reflect the uniqueness of the title of the group award.

The allocation of grades awarded is as follows:

- Grade A: Student has achieved a mark of 70% or above.

- Grade B: Student has achieved a mark of between 60% and 69%.

- Grade C: Student has achieved a mark of between 50% and 59%.

- F (Fail):   Student has failed to reach the required standard and achieved a mark less than 50%.

4. SQA Advanced Diploma in Creative Art and Design

4.1 Target audience

SQA Advanced Certificate and SQA Advanced Diploma qualifications provide practical skills and theoretical knowledge that meet the needs of employers.

The SQA Advanced Diploma in Creative Art and Design (SCQF level 8) covers areas such as preparing and working in the field of visual communication, creativity for artists and designers, and mixed media.

This qualification is available through a growing number of colleges, training providers and universities around the world. Typically, an SQA Advanced Certificate takes one year to complete and an SQA Advanced Diploma takes two years.

4.2 Access to the course

As with all SQA qualifications, access will be at the discretion of the centre and the following recommendations are for guidance only. It should be noted that this qualification will be taught and assessed in English.

Some examples of appropriate formal entry qualifications are specified below. They are not exhaustive or mutually exclusive and may be offered in a variety of combinations:

- An appropriate level of skill in the English language.

- Experience in the use of IT applications software.

- Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may be acceptable, as would suitable industry standard qualifications at an appropriate level.

Mature students with suitable work experience may be accepted for entry provided the enrolling centre believes they are likely to benefit from undertaking the SQA Advanced Diploma.

4.3 Aims of the course

The **SQA Advanced Diploma in Creative Art and Design** has a range of aims relating to academic and vocational progression.

The Creative Art and Design programme encompasses screen-based design, photography, typography, print design, digital video, animation, sound, and spatial and environmental graphics, as well as branding, packaging, and advertising. The course allows students to develop their own individual and diverse portfolios, creating designers with ethics.

Visual Communication examines the social and cultural ramifications of communication. Students learn the art of persuasion by creating compelling messages, narrating them in meaningful ways, and crafting strategies to broadcast them to the world. Creative Art and Design students are encouraged to undertake collaborative projects and to pursue work experiences in design and advertising studios, agencies, and offices.

This course aims to develop skills in the following areas:

Level 7: Students are introduced to fundamental design skills. Students are introduced to the role of history and theory in the shaping of contemporary design practice.

Level 8: The focus is on the practical application of projects within a professional context. Emphasis is placed upon critical and practical processes.

The course provides an introduction to the range of specialist activity areas within specialisms and offers students the opportunity to develop appropriate practical skills.

The course examines fundamental theory in specialist context and helps establish a shared theoretical and critical vocabulary.

Progression Professional Practice and/or further study:

The Creative Art and Design course will develop student competencies to support their career aspirations and/or prepare students for progression to degree courses delivered by universities.

4.4 SQA Advanced Diploma Creative Art and Design Framework

The tables below show the whole framework of units for the SQA Advanced Diploma in Creative Art and Design and includes their SQA credit values and SCQF levels.

Year 1:

Unit code	Unit title	Credit value	SCQF level
J52T 47	Visual Communication: An Introduction	1	7
HT5G 47	Digital Imaging	1	7
HT6E 48	Art and Design: Context	1	8
HT6J 48	Art and Design: Project	1	8
J52W 47	Working in the Field of Visual Communication	1	7
J8YR 47	Creative Art and Design: Graded Unit 1	1	7
HR3C 47	Visual Communication: Social-Media	1	7
J52V 47	Visual Communication: Sustainable Design	1	7
J52S 47	Typography: An Introduction	1	7
J50X 47	Graphic Design	2	7
HT3X 47	Developmental Drawing	1	7
J510 47	Illustration	2	7
J52M 47	Photography: Image Editing	1	7

Year 2:

Unit code	Unit title	Credit value	SCQF level
J51E 48	Digital Imaging Project	1	8
HT6K 48	Creative Project for Artists and Designers	1	8
J51C 48	Design Production	1	8
J52X 48	Preparing for a Role in the Field of Visual Communication	1	8
J8YT 48	Creative Art and Design: Graded Unit 2	2	8
J513 47	Typography	2	7
HT64 48	Art and Design: Digital Media Project	2	8
J51H 48	Graphic Design Project	2	8
J521 48	Illustration Project	2	8
HT4C 48	Developmental Drawing Portfolio	1	8

4.5   Core Skills

All of the revised units within this award have been assessed and validated against the Core Skills 2013 framework.*

*Core Skills framework: An Introduction (SQA Glasgow, 2013)

Successful students will exit from the SQA Advanced Diploma in Creative Art and Design with the following Core Skills profile:

Core Skill	Certificate exit level
Communication	SCQF level 6
Numeracy	SCQF level 6
Information and Communication Technology (ICT)	SCQF level 6
Problem Solving	SCQF level 6
Working with Others	SCQF level 6

4.6   Graded unit

Students will take a 1-credit graded unit at SCQF level 7 in the first year of the SQA Advanced Diploma Group Award, and a further 2-credit graded unit at SCQF level 8 in the second year of the SQA Advanced Diploma Group Award.

The graded units take the form of:

Creative Art and Design: Graded Unit 1 (J8YR 47) Project Investigation at SCQF level 7 — 1 SQA credit.

Creative Art and Design: Graded Unit 2 (J8YT 48) Project Investigation at SCQF level 8 — 2 SQA credits.

5.   Course delivery of an SQA Advanced Diploma

5.1   How the course is delivered

All tutors must ensure that they deliver this course using teaching methods that engage students in 'active learning' to encourage them to participate in the learning activities set. All SQA qualifications are designed to enable students to develop their knowledge and skills and then they are required to apply this new knowledge and skill to a new situation. Criterion-referenced assessments assume that all parties are fully informed of the criteria that students must achieve and the assessment conditions under which the students carry out the assessment activity.**

**For further information about different assessment activities — whether they be for formative or summative purposes, tutors may wish to complete the SQA Academy course *Produce HN Assessments for successful prior verification* (https://www.sqaacademy.org.uk) and/or read *SQA's Guide to Assessment* (Publication code AA4147 http://www.sqa.org.uk)).

To ensure that students are fully prepared it is essential that tutors provide as many opportunities as possible for students to be actively engaged throughout the learning process. Students should:

- be fully informed of the criteria they must achieve.

- be offered a range of learning activities to research, analyse and apply new knowledge and skills to new situations.

- be offered opportunities to experience the type of activity that they will be required to carry out as part of the summative assessment.

- be able to critically evaluate their personal contribution and to receive feedback from the tutor on how to enhance their understanding.

Tutors should develop a learning, teaching and assessment plan for each unit within the course and provide activities that students should undertake.

Each unit should have a master folder containing the unit specification, teaching materials, the teaching and assessment plan along with Assessment Support Packs and re-assessments. The teaching materials and teaching plan should provide details of activities that students should undertake. Typically, they include activities such as small group, whole class discussion, group problem solving, for example analysing a case study and offering solutions based on the new learning, group project work to find examples, to research new knowledge and to present their findings to their fellow students.

The following is a list of learning activities but it is not exhaustive:

- Lectures

- Tutorials

- Study packs

- Problem-based scenarios

- Case studies

- Group work

- Online materials

IT-based teaching materials:

- Projects

- Quizzes

- Research and presentation of findings to fellow students

- Role play

- Short response questions, multiple-choice questions

- Create questions for other students with answers

Tutors should consider the nature of the assessment method as well as the assessment content when planning learning activities so that students are appropriately prepared.

It is the tutor's and lecturer's responsibility to explain to students what is required of them and then to direct, encourage, co-ordinate and support them to complete the activity. It is also the tutor's responsibility to ensure the resources needed are available to students. Materials should be reviewed on a regular basis to ensure they are still relevant.

Some activities could require students to work in pairs or small groups to discuss issues or to solve a given problem. Other activities could require the student to undertake some independent research out with the classroom and to bring their findings to the next lesson and present this to the class in a report or presentation format. Some units will require the student to undertake independent reading and students should be prepared to discuss key issues within the classroom as organised and led by the tutor.

In practical skills classes, students should be directed to use practice exercises to enable them to become proficient. Tutors may demonstrate the skill first and then coach the students individually when unsure. In terms of developing independent students, in the case of information technology, students should be encouraged to independently use the online Help facilities within applications. It should be noted that even in practical classes, students should be encouraged to work in small groups and to support one another as part of the learning process — by explaining to another, a student has to reformulate and communicate the learning point, thus deepening their own learning.

When undertaking group work, students should be encouraged and directed to work with different groups each time they attempt a new task so that they get to know and work with a wide range of individuals. The groups should be given clear task activities. Tutors and lecturers should note the various roles assigned to the group members and they should set a time limit for the completion of the task.

At the end of each activity tutors should make time to receive feedback from each group so that they can assess knowledge and understanding and use the feedback session to repeat important key points and to clear up any misunderstandings. Tutors must also provide feedback to students on their performance in activities, etcetera.

Where centres have access to electronic resources such as Virtual Learning Environments, Blogs, etcetera — tutors are encouraged to use these collaborative tools in the learning process.

As students work through each unit in the course, they will be expected to:

- listen to instructions given to them by their tutors.

- listen to exposition and lessons given by their tutors.

- read sections of the guides as directed by their tutors.

- participate in a range of practical exercises and activities including case studies, extended response and short response questions, research and presentation.

- carry out these tasks individually, in pairs, small groups or whole class.

- test their own knowledge and understanding by completing self-assessed questions where the answers are provided.

- test their own knowledge and understanding by completing activities and submitting them to their tutors for feedback.

- receive feedback from tutors on activities that have been reviewed.

- reflect on their own learning and identify areas to develop.

5.2   Support for students

All tutors delivering on a course have a collective responsibility to ensure that all students are supported in a manner that meets their individual needs as they progress through the course.

Each individual tutor has a role to monitor individual students' understanding and progress at unit level and feed comments to the course team. At individual unit level, tutors may wish to use a range of mechanisms to support students and to establish if students are progressing well on the course.

6. SQA Advanced Diploma — Creative Art and Design Course delivery

6.1 Teaching plan

The units that make up this group award are listed in section 6.2 — overview of units.

This section — Teaching plan — provides a suggested delivery schedule for the units and highlights the best way to sequence the units over two years. SQA strongly recommends that all centres follow the suggested delivery schedule as these have been designed to ensure that the appropriate subjects are delivered within the academic year and in a logical order.

When constructing this teaching plan consideration was given to the following points:

- Year 1 contains units which are mainly at SCQF level 7.

- Year 2 contains units which are mainly at SCQF level 8.

- There is a natural progression from some of the units delivered in Year 1 (SCQF level 7) to equivalents being delivered in Year 2 (SCQF level 8)

- Some units are 2-credit and thought must be given as to whether the unit should be covered in one semester or across the whole year.

- The graded units completed at the end of Years 1 and 2 draw content from some of the mandatory units. The units that contribute to the graded units must be delivered prior to assessment of these graded units, to ensure that sufficient learning has taken place to provide the students with a fair opportunity to achieve the graded unit at an appropriate grade.

Students will study 15 credits worth of units in each year. The weighting of these units will depend on the relationship of the relevant unit to others in terms of prior knowledge needed and/or complementary knowledge.

Rationale for the suggested delivery schedules

The suggested delivery schedule has been devised for Year 1 and Year 2 of the SQA Advanced Diploma in Creative Art and Design.

The majority of the SCQF level 7 units have been included in Year 1, so that students are provided with introductory knowledge and understanding of the main areas of study — Digital Imaging, Sustainable Design, Typography, Social-Media, Graphic Design, Illustration and Photography.

The majority of the units in Year 2 are SCQF level 8 units that develop the knowledge and understanding gained in Year 1. Students will be able to extend their Creative Art and Design skills through study of all previous disciplines and Design Production with an emphasis on Preparing for a Role in the Field of Visual Communications. Graded Unit 2 should be considered the major project.

6.1.1   Year 1: Suggested delivery schedule

Year 1

Semester 1	Semester 2
Visual Communication: An Introduction (J52T 47) — SCQF level 7, 1 SQA credit	Visual Communication: Social Media (HR3C 47) SCQF level 7, 1 SQA credit
Digital Imaging (HT5G 47) — SCQF level 7, 1 SQA credit	Graphic Design (J50X 47) — SCQF level 8, 2 SQA credits
Art and Design: Context (HT6E 48) — SCQF level 7, 1 SQA credit	Illustration (J510 47) — SCQF level 8, 2 SQA credits
Working in the Field of Visual Communication (J52W 47) — SCQF level 7,1 SQA credit	Photography (J52M 47): Image Editing — SCQF level 7, 1 SQA credit
Visual Communication: Sustainable Design (J52V 47) — SCQF level 7, 1 SQA credit	Art and Design: Project (HT6J 48) — SCQF level 8, 1 SQA credit
Typography: An Introduction (J52S 47) — SCQF level 7, 1 SQA credit	Graded Unit 1 (J8YR 47) — SCQF level 7, 1 SQA credit
Developmental Drawing (HT3X 47) — SCQF level 7, 1 SQA credit	Not applicable.

Semester 1	Semester 2
Seven units studied: one unit at SCQF level 6, six at SCQF level 7, (9 credits completed).	Six units studied: five at SCQF level 7, one at SCQF level 8 (7 credits completed).

Rationale for Year 1

The rationale offers students a good foundation in Semester 1, ensuring students have the required knowledge and skills to complete the Graded Unit 1 in Semester 2. The Art and Design Project Unit (HT6J 48) could be delivered as a practice project simulating graded unit expectations preparing students for the final Graded Unit 1 in Semester 2.

Some units need to be delivered in sequence during Year 1.

Semester 1

Visual Communications: An Introduction (J52T 47) is the introductory unit and so should be delivered to students at the outset of the course.

Developmental Drawing (HT3X 47) should be delivered early in the timetable preparing students for the iterative nature of the design process.

Visual Communication: Sustainable Design (J52V 47) will aid students in understanding the concept of sustainability and the importance within design practice. An important element in 21st century working practice and should be focused on throughout the course.

Typography: An Introduction (J52S 47) is essential because typography is one of the foundational building blocks of visual communication. equips students with the visual literacy, technical skills, and design thinking needed to create powerful, effective, and meaningful visual messages. It's not just about how words look — it's about how they speak visually.

Digital Imaging (HT5G 47) provides technical expertise, creative confidence, and real-world relevance. It empowers students to bring their ideas to life visually and prepares them for the expectations of the creative industry.

Art and Design: Context (HT6E 48) introduces students to research skills, academic writing and a historical and contemporary understanding of art and design.

Working in the Field of Visual Communication (J52W 47), students gain an understanding of the creative industries and the expectations of that sector and knowledge and skills required to gain employment.

Semester 2

Visual Communication: Social-Media (HR3C 47): This unit introduces students to social media and how this communication tool can be utilised to maximise the marketing reach of a project, business or campaign.

Graphic Design (J50X 47): This unit is designed to develop the student's ability to understand and apply the processes of research, conceptualisation, development and critical analysis in the design and production of finished creative solutions for graphic design briefs.

Illustration (J510 47): This unit is designed to provide students with an understanding of commercial illustration requirements and to develop existing drawing, design and media skills to suit commercial applications.

Photography (J52M 47): Image Editing This unit is designed to develop students' knowledge and skills in the specialist area of photographic image editing.

Art and Design: Project (HT6J 48): This unit is designed to enable students to work through the creative process in a manner which follows that of professional practitioner in their specialist areas of study.

Graded Unit 1 (J8YR 47): To undertake the graded unit project your students will have completed, or be in the process of completing, the following mandatory units, plus other optional units from your Visual Communication route:

- J52T 47 Visual Communication: An Introduction

- HT5G 47 Digital Imaging

- HT6E 48 Art and Design Context

- HT6J 48 Art and Design Project

- J52W 47 Working in the Field of Visual Communication

An important unit on your two-year SQA Advanced Diploma in Creative Art and Design course and will be delivered using a Practical project underpinned by Planning and Evaluation. This is designed to give you an insight into authentic project planning and execution.

Key features of Year 1

Study of the foundational building blocks of Creative art and Design.

Comprehensive knowledge and skills gained in preparation for Semester 2 delivery and further progression.

- Fewer subjects in each semester

- Earlier completion of units

- Helps students to focus and builds confidence and motivation through earlier completion of units

- Subject preparation for Graded Unit 1 covered in Semester 1

6.1.2 Year 2: Suggested delivery schedule

Year 2

Semester 1	Semester 2
Digital Imaging Project (J51E 48) SCQF level 8, SQA credit: 1.	Art and Design: Digital Media Project (HT64 48) SCQF level 8, SQA credits: 2.
Creative Project for Artists and Designers (HT6K 48) SCQF level 8, SQA credit: 1.	Graphic Design Project (J51H 48) SCQF level 8, SQA credits: 2
Design Production (J51C 48) SCQF level 8, SQA credit: 1.	Illustration Project (J521 48) SCQF level 8, SQA credits: 2
Typography (J513 47) SCQF level 7, SQA credits: 2	Developmental Drawing Portfolio (HT4C 48) SCQF level 8, SQA credits: 2
Preparing for a Role in the Field of Visual Communication (J52X 48) SCQF level 8, SQA credits: 1.	Creative Art and Design: Graded Unit 2 (J8YT 48) SCQF level 8, SQA credits: 2.
Five units studied: one at SCQF level 7, four at SCQF level 8 (6 credits completed.	**Five units studied: five at SCQF level 8 (10 credits completed).**

Rationale for Year 2

Semester 1

Digital Imaging Project (J51E 48) Building on Semester 1 Digital Imaging (HT5G 47)

This unit is designed to apply digital and computer technology within the design process. It will enable the student to explore digital imaging, gain advanced technical knowledge of both vector and bitmapped digital imaging software. The unit develops students advanced competence in digital imaging and awareness of the importance of vector and bitmapped images and when they should or should not be used in relation to design work.

Creative Project for Artists and Designers (HT6K 48): This unit is designed to challenge the student to develop and produce work from a live or simulated brief which is of a professional standard and presented appropriately. This is a good opportunity to deliver as a practice project simulating Graded Unit 2 expectations

preparing students for the final Graded Unit 2 in Semester 2. Consider delivering Graded Unit 2 as the final major project.

Design Production (J51C 48): This unit is designed to develop students' knowledge and skills in techniques for preparing material and design work for the production of a publication. (This could be delivered alongside of the Creative Project for Artists and Designers (HT6K 48).

Typography (J513 47): This unit is designed to introduce the student to the use of typography in a design context, by researching prominent typographers and understanding their influence on contemporary design.

Preparing for a Role in the Field of Visual Communications (J52X 48): This unit is designed to prepare students for employment or further education in the field of visual communication through creating a curriculum vitae (CV), compiling a portfolio, and participating in a simulated interview for a specified role.

Semester 2

Art and Design: Digital Media Project (HT64 48): This unit provides students with the opportunity to develop further creativity and competence in the use of digital media. The unit simulates the processes of a working artist and/or designer.

Graphic Design Project (J51H 48): This unit is designed to develop the student's ability to initiate and interpret a design brief (or briefs), to develop and produce creative and complex design solutions within their chosen area of graphic design and to undertake critical evaluation of solutions. Throughout the unit the student is expected to develop and demonstrate autonomy. This unit is important in preparation for Graded Unit 2.

Illustration Project (J521 48): This unit is designed to provide the student with an extensive understanding of commercial illustration requirements and to develop a professional approach to creating and presenting illustrations.

Developmental Drawing Portfolio (HT4C 48): This unit is designed to provide students with the opportunity to use drawing as a vital element of the design process, as a means of analysing and developing creative concepts, and to evaluate possible solutions and interpretations for further development.

Creative Art and Design Graded Unit 2 (J8YT 48) could be delivered as the final Major Project of the course. Completion of the previous units in Semester 1 and 2 should provide the students with the knowledge and skills necessary for completion of this Practical assignment.

Key features of Year 2

Study of further building blocks of visual communications and progression to advanced skills level. Comprehensive knowledge and skills gained in preparation for Semester 2 and Graded Unit 2 and further progression to Creative Industries and/or higher education (HE).

- increase in level of progression from level 7 to 8

- Earlier completion of units

- Builds confidence and motivation through completion of these units

- Graded Unit 2 as final major project

6.2 Overview of all units

An overview of each unit delivered within Years 1 and 2 is given below. However, tutors should refer to the unit specification for full details of the knowledge and/or skills to be covered and evidence requirements. The evidence requirements clearly state the type of evidence required, the standard of evidence required and any conditions of assessment. The unit specification also contains guidance on the delivery and assessment of the unit.

Year 1 units

Visual Communications: An Introduction (J52T 47)

This unit introduces students to the basic elements of visual communication and their visual potential. Students will produce experimental work, and creative visual concepts to a given design brief. It is targeted at students who wish to develop competence in the elements of visual communication. Outcomes, on successful completion of the unit, the student will be able to: (1) produce experimental work exploring the basic elements of visual communication in line with a given design brief, (2) produce experimental work exploring colour in line with a given design brief, (3) produce and evaluate creative visual concepts in line with a given design brief.

The unit has three outcomes with outcome 1 requiring the production of experimental work, exploring the basic elements of visual communication in line with a given design brief. Outcome 2 requiring the production of experimental work, exploring colour, in line with a given design brief and outcome 3, students are required to produce and evaluate creative visual concepts in line with a given design brief.

Developmental Drawing (HT3X 47)

This unit is designed to provide students with opportunities to use drawing as a method of developing ideas and concepts. Each student should keep an annotated sketchbook, workbook or worksheets detailing ideas, techniques, materials and processes. Students may be asked to produce a number of drawings under controlled conditions if this assists in ensuring the reliability and authenticity of evidence presented. On completion of the unit the student will be able to: (1) research and investigate visual source material, (2) develop ideas progressively, (3) produce developmental drawings.

The unit has three outcomes with outcome 1: Students are required to research and investigate visual source material and evidence by producing a portfolio of initial drawings from selected source material. These will be produced in a studio or on location as appropriate. This outcome should be assessed by the presentation of a folio of drawings that meet the requirements of the given brief.

As the title suggests the student should for outcome 2 develop their ideas progressively. Each student should produce a portfolio of artwork which may include an annotated sketchbook, workbook or worksheets suggesting ideas, techniques, materials and processes that may be appropriate to the final outcome. Outcome 3 requires the student to produce developmental drawings. This is evidenced by students showing a selection and interpretation of ideas, communicate their interpretations and selecting appropriate media.

Students may be asked to produce a number of drawings under controlled conditions if this assists in ensuring the reliability and authenticity of evidence presented.

Visual Communication: Sustainable Design (J52V 47)

This unit is designed to develop students' knowledge of the importance of designing for sustainability and will enhance their awareness of the environmental, economic and social impact that design decisions incur. Students will also develop investigative skills by researching issues of sustainability within an area of design, and they will produce a design solution that conforms to sustainability design principles.

This unit has two outcomes: (1) research, and present findings on, issues of sustainability within a chosen area of design, (2) produce a sustainable design solution in response to a project brief. Design for Sustainability is a term that is interchangeable with terms such as Green Design, Eco-Design or Design for Environment. Its role in improving the quality of life for everyone, including future generations, is one which students should become fully aware of. Through lectures and tutor led discussions, the topic of design for sustainability should be introduced to expand knowledge of sustainability issues.

Students should be encouraged to use a variety of information sources to explore sustainability issues and generate annotated visual research findings within their workbook and/or sketchbook. Research for outcome 1 may direct the assessment criteria set in outcome 2. Students should explore the issues related to designing for sustainability in a manner appropriate to the resources available.

Typography: An Introduction (J52S 47)

This unit introduces students to the fundamental principles of typography. Students will learn typographic terminology and will also explore the creative potential of letterforms, including type as image and type as text, to a given brief.

This unit has two outcomes: (1) produce typographic visuals exploring type as image in line with a given brief, (2) produce typographic visuals exploring type as text in line with a given brief. Outcome 1: Students should produce typographic visuals exploring type as image in line with a given brief. Students should explore shape and composition to develop visual ideas; produce a range of expressive typographic visuals using hand-rendered and/or digital techniques; collate typographic visuals in an appropriate format, for example in hard copy or a digital e-portfolio. Outcome 2:

Students should produce typographic visuals exploring type as text in line with a given brief. Students should produce a range of typographic visuals using hierarchy, alignment, spacing and type families; apply correct terminology to typographic visuals; collate typographic visuals in an appropriate format, for example in hard copy or a digital e-portfolio.

Digital Imaging (HT5G 47)

This unit is designed to embrace the importance of digital and computer technology within the design process. It will enable students to explore digital imaging, gain basic technical knowledge of digital imaging software (vector and bitmap), be aware of the importance of file types and file management and be able to use the relevant applications to produce a product to a given briefs.

This unit has two outcomes: (1) create digital imagery to given briefs, (2) demonstrate an understanding of managing files appropriate to the briefs.

Outcome 1 should be assessed in relation to the brief (or briefs) devised by the tutor delivering the unit. The unit could be delivered and assessed through the use of more than one design brief. Students should be encouraged to fully explore and utilise digital imaging software in order to create effective imagery. Outcome 2 focuses on the technical aspects that are integral to the successful application of the digital imagery.

Art and Design: Context (HT6E 48)

This unit is designed to provide students, from a wide range of art and design disciplines, with a historical and contemporary understanding of art and design. It should allow the student to contextualise historical and contemporary factors in art and design within a specific subject area. It is intended that the student will, as part of this process, develop research and analytical skills through the gathering, organising, developing and documenting of relevant data.

This unit has two outcomes: (1) identify a range of contemporary and historical art and design areas, (2) evaluate a specific contemporary and historical area of art and design. Assessment evidence could be presented as a sketchbook, workbook, notebook and diary or as part of an integrated assessment to cover social, political,

technological, ecological and contemporary categories. Students should demonstrate that they can identify, source, record and organise and present selected relevant material. This will illustrate their understanding of the contemporary and historical aspects of their chosen area of art and design. Evidence produced by students should reflect SCQF level 8. There is an opportunity for this outcome to be assessed with outcome 2 as an integrated learning activity. It could form part of a set project as specific research activity. If delivered with practical units, then an Assessment Matrix should be devised.

Working in the Field of Visual Communication (J52W 47)

The unit is suitable for students who may be considering a career in the field of visual communication. Students studying this unit will develop investigative skills by researching the historical, cultural and economic development of visual communication within a chosen sector. They will also investigate current roles and opportunities, and responsibilities of employers and employees.

This unit has two outcomes: (1) investigate the historical, cultural and economic development of visual communication within a chosen sector, (2) investigate employment in the field of visual communication within a chosen sector.

In outcome 1, students are required to provide evidence that reflects their research into the historical, cultural and economic development of visual communication within a chosen sector. The chosen sector should be agreed with the tutor. Assessment evidence could be presented as an annotated workbook and/or portfolio which can be paper-based, digital, or a combination of both. Research materials used should be referenced and/or credited in the workbook and/or portfolio. In outcome 2, students are required to provide evidence that reflects investigation into employment in the field of visual communication within a chosen sector. The chosen sector should be agreed with the tutor. Assessment evidence could be presented as an annotated workbook and/or portfolio which can be paper-based, digital, or a combination of both. The assessment may form part of a holistic approach which could combine both outcomes into one instrument of assessment. Research from outcome 1 could form the basis of the investigation into employment in outcome 2.

Semester 2

Visual Communication: Social-Media (HR3C 47)

The unit introduces students to social media and how this communication tool can be utilised to maximise the marketing reach of a project, business or campaign. Students will develop investigative skills as they explore aspects of social media, and its success as a marketing tool. Students will develop these skills further by creating their own social media marketing campaign and evaluating its success. This unit is aimed at students with an interest in social media, as well as those with no previous experience of social media.

This unit has three outcomes: (1) research, and present findings on, key aspects of social media, (2) research, and present findings on, techniques and strategies used to maximise social media marketing campaigns and (3) create and evaluate a social media marketing campaign in response to a project brief.

This unit is primarily designed to provide students with technical and professional knowledge and skills related to social media within a specific occupational area. Students will develop skills in communicating and marketing using social media, and will also develop technical skills by constructing a simple webspace from a range of elements. Contextualisation of the aspects, techniques and strategies explored through research and practice should offer students an insight into the possibilities of technical and creative approaches to their own social media marketing campaigns.

The unit should be delivered in a way which enables the student to appreciate its relevance in industry. Examples should be shown of functioning social media campaigns that use the same tools and platforms as the students will be using in order to inspire them and give them a greater understanding of what is required of them in the brief.

Graphic Design (J50X 47)

This unit is designed to develop the student's ability to understand and apply the processes of research, conceptualisation, development and critical analysis in the design and production of finished creative solutions for graphic design briefs. The unit is aimed at those wishing to investigate and develop skills in areas of commercial, information or editorial graphic design.

This unit has four outcomes: (1) identify, explain and critically analyse graphic design solutions, (2) interpret and research graphic design briefs, (3) develop and produce design concepts for graphic design briefs and (4) produce finished design solutions for graphic design briefs. To reinforce the professional practice of teamwork, introductory exercises and/or graphic design briefs could be set as group exercises. This would be under the proviso that group work is sufficiently monitored and individual student roles and performances are clearly identified; monitored and observed. The four main categories you should refer to are: Corporate identity, Advertising and/or promotion, Information design and Editorial publishing. The graphic design briefs may either be: created by the tutor, a competition brief, or a 'live' brief.

More than one brief may be offered to a group of students to provide the opportunity for individual student specialisation. Practical work could be supplemented by industrial visits to design studios, commercial printers, and guest speakers and/or practitioners.

Illustration (J510 47)

This unit is designed to provide the student with an understanding of commercial illustration requirements and to develop existing drawing, design and media skills to suit commercial applications.

This unit has four outcomes: (1) illustrate the characteristics of a thematic concept through use of imagery and creative approach, (2) illustrate the characteristics and narrative of text through use of imagery and creative approach, (3) create illustrations for commercial formats and applications and (4) justify the illustrative approach.

Outcome 1 requires students to undertake one studio-based project and produce practical solutions including: preliminary sketches and developments clearly showing the illustrative approach for a given theme. Outcome 2 requires students to undertake a minimum of two studio-based projects and produce practical solutions including: preliminary sketches and developments clearly showing the illustrative interpretation of given texts. Outcomes 1 and 2 could be assessed separately or could be integrated and assessed together. Outcome 3 requires students to create the final illustrations for the designated assignments, which are undertaken to meet the requirements of outcomes 1 and 2. Outcome 4 requires students to justify a minimum of one designated assignment, which meets the requirements of outcome 3, by oral presentation. Ideally this assessment would be conducted as a group activity.

Photography (J52M 47): Image Editing

This unit is designed to develop students' knowledge and skills in the specialist area of photographic image editing. Students will prepare, edit, store and print digital image files using a RAW workflow, and will prepare and process digital image files by applying a consistent resolution, white balance and exposure control on each image and by batch processes using RAW conversion. Students will apply global and local image editing techniques and, finally, store and print out their images using an appropriate colour management policy.

This unit has four outcomes: (1) prepare image files for editing using RAW workflow software, to a given brief, (2) apply image editing techniques to prepared files in line with a given brief, (3) prepare image files for storage and printing to a given brief and (4) produce a report on colour management. Assessment for the unit should concentrate on the skills needed for industry. When students are being assessed they should be given a brief which stipulates a required resolution, size, colour space, profile and file type to be stored in. Images can be stored on a storage device or within a suitable digital environment (online, virtual learning environment (VLE), server, memory stick, cloud). Students will prepare for printing paying consideration to colour management policies, colour and density. Production of prints may be the act of the student printing directly or their appropriate choice of a printing service, laboratory or other provider.

Art and Design: Project (HT6J 48)

This unit is designed to enable students to work through the creative process in a manner which follows that of professional practitioner in their specialist areas of study. This unit may be delivered as a stand-alone unit or it may be taught alongside other units within Art and Design frameworks.

This unit has three outcomes: (1) research a given project, (2) develop concepts for a project and (3) produce and present the final project.

Outcome 1: The form of this research should directly relate to the area of study undertaken and should be clearly identified. All materials collated in the form of drawings, sketches, cut outs, articles, photographs, etcetera should be supported by appropriate analysis.

Outcome 2. Work may be presented for this outcome in a variety of ways appropriate to the subject area. During the assessment, emphasis should be placed on the developmental process undergone by each student. Materials should be chosen for their appropriateness to the concept and the personal line of enquiry. Both 2-Dimensional (2D) and 3-Dimensional (3D) solutions will be considered appropriate. Maquettes and models should be considered in relation to the ideas explored and not the finish. Ideas and concepts should be clear to the assessor, and where this is not the case the student should support with an appropriate alternative presentation. This outcome should be assessed in conjunction with outcomes 1 and 3.

Outcome 3 When assessing the final project, consideration should be given to the whole creative process rather than focusing solely on the quality of the finish. The final project must demonstrate the skills and knowledge gained in all three outcomes.

Creative Art and Design Graded Unit 1 (J8YR 47)

This graded unit is designed to provide evidence that the student has achieved the following principal aims of the SQA Advanced Diploma in Creative Art and Design: Develop a range of contemporary vocational skills within the context of visual communication: Prepare students for employment in a Creative Art and Design related post and places at higher education (HE) establishments: Develop specialist technical skills and knowledge: Conduct independent project work involving the

integration and application of a variety of skills within a determined time scale: Develop options to permit an element of vocational specialism.

This graded unit will be assessed by the use of a project-based case practical assignment developed by centres. The project should provide the student with the opportunity to produce evidence that demonstrates that he or she has met the aims of this graded unit.

Year 2 units

Digital Imaging Project (J51E 48)

This unit is designed to apply digital and computer technology within the design process. It will enable students to explore digital imaging, gain advanced technical knowledge of both vector and bitmapped digital imaging software. This unit would be suitable for students wishing to develop advanced competence in digital imaging as it will develop an awareness of the importance of vector and bitmapped images and when they should or should not be used in relation to design work.

This unit has three outcomes: (1) use advanced bitmapped software features to create digital imagery, (2) use advanced vector software features to create digital imagery and (3) understand the advantages and disadvantages of using vector and bitmapped based images.

This unit will be assessed by means of: creation of digital imagery for briefs: finished creative solutions, which place the imagery from outcomes 1 and 2 in an appropriate context: production of a written report on the advantages and disadvantages of using vector and bitmapped based images in the production of design work. An exemplar instrument of assessment and marking guidelines has been produced to show the national standard of achievement at SQA Advanced SCQF level 8.

Creative Project for Artists and Designers (HT6K 48)

This unit is designed to challenge the student to develop and produce work from a live or simulated brief which is of a professional standard and presented appropriately. This unit has three outcomes: (1) produce research for a live or simulated project brief, (2) develop and evaluate concepts from a project brief and (3) produce and present final work to a professional standard. Outcome 1: The form of this research should relate to the demands laid out in the project brief. All materials analysed and produced should be stored in the appropriate manner and presented for assessment. Outcome 2: Work may be presented for this outcome in a variety of formats appropriate to the task undertaken. Assessment should focus on the depth of research carried out and the sophistication of ideas. Outcome 3: The final product and presentation will demonstrate all of the skills and knowledge gained in all three outcomes. Attention will be given to the depth of enquiry and the standard of the overall product or concept. A checklist should be used to assess the presentation. This would normally be an oral presentation.

Design Production (J51C 48)

This unit is designed to develop students' knowledge and skills in techniques for preparing material and design work for the production of a publication.

This unit has four outcomes: (1) explore and develop design solutions appropriate to a given brief, (2) source and accurately prepare suitable visual material for production, (3) prepare digital artwork files for commercial production process and (4) produce an accurate simulation of a completed design project.

It is suggested that assessment of this unit be by one instrument in the form of a project-based assignment for which the assessor will set a design brief. Students should be able to undertake this assessment within the duration of the unit. Assessment of this unit could be integrated with another unit, where students are required to source and prepare visual material for a publication design concept, prepare presentation material and produce digital artwork for pre-press purposes. An exemplar instrument of assessment and marking guidelines have been produced to show the national standard of achievement at SQA Advanced SCQF level 8.

Typography (J513 47)

This unit is designed to introduce the student to the use of typography in a design context, by researching prominent typographers and understanding their influence on contemporary design. The students should have the skills to produce creative typographic solutions to a given brief (or briefs).

This unit has three outcomes: (1) understand the influence of prominent typographers, (2) manipulate letterforms to communicate ideas and (3) produce an integrated creative typographic solution to a given brief (or briefs).

Outcome 1: Students should be provided with a list of reference books on the subject and should also be encouraged to search the internet. The assessment could ask for a report (or reports) on specific typographers, specific eras and/or a comparative report on two or more typographers indicating their influence on contemporary design. The reports should be visually referenced, can be written, verbal or interactive, and should be visually interesting. For the whole outcome a minimum of 1,000 words is expected. The reports should be assessed on the accuracy of the information presented and the knowledge presented by students in relation to the influence of prominent typographers on contemporary design. Outcomes 2 and 3: Students should be provided with a brief or projects by the class tutor, who should act as client. This assessment should consist of a substantial amount of development work for a minimum of three titles for outcome 2, and a minimum of three further items for outcome 3. Students can produce the assessment using traditional methods or by using Desktop Publishing (DTP) or vector graphics packages, although thumbnails and roughs should be produced on paper. The final solutions should be assessed on the interpretation of the requirement of the brief or projects, the skill in using the chosen method of production (traditional or IT-based) and the level of creativity used by the student in the final solution.

Preparing for a Role in the Field of Visual Communications (J52X 48)

Students will learn how to prepare for employment or further education in the field of visual communication through creating a curriculum vitae (CV), compiling a portfolio, and participating in a simulated interview for a specified role. The role could be in relation to a specific job, a pitch to a potential client, or a course of further study. Students will also reflect on and evaluate their preparation for and participation in an interview.

This unit has three outcomes: (1) prepare for an interview for a specific role in the field of visual communication, (2) participate in an interview for the role, (3) evaluate the success of the preparation and interview.

Outcome 1: Students will produce evidence that they have created and tailored a CV to a specific role, compiled an appropriate portfolio and prepared for a specific interview. Evidence could be generated by the compilation of a portfolio which could be paper-based, digital, online, or any suitable combination. Evidence that the student has reflected on potential interview questions and prepared their own questions to ask in the interview could also be contained in the portfolio. Outcome 2: Students will arrive on time and present their portfolio at an interview. The material can be presented in printed or digital form, or a combination of both. Emphasis should be placed on creativity and the appropriateness of the portfolio for the specific role. The student must be able to communicate well and show good interpersonal skills at the interview when describing their work. The interview must be conducted in the same manner as would be expected of a professional interview for a role within the field of visual communication. Students do not necessarily have to be successful in the interview, that is, they would not necessarily get the role. Outcome 3: On completion of the interview process students should seek feedback from the interviewers on the effectiveness of their portfolio and CV in gaining them an interview. They must also seek feedback on their performance during the interview. Areas of strengths and weaknesses in their preparation and performance should be identified by the student in relation to the feedback they have been given. This will help them identify appropriate areas for improvement.

Semester 2:

Art and Design: Digital Media Project (HT64 48)

The intention of this unit is to provide students with the opportunity to develop further creativity and competence in the use of digital media. The unit also aims to simulate the processes of a working artist and/or designer.

This unit has three outcomes: (1) research and experiment with ideas using appropriate software and related media, (2) develop concepts for digital art and design work and (3) produce, evaluate and present final concept using digital media.

This unit is intended to offer students the opportunity to carry a digital project through the main development stages of a digital media project. To do this they are required to practise the skills of creative thinking, experimentation and production. In outcome 1 students will be given a brief — this may be written by the tutor, industrial client or come from a competition brief if the criteria of the competition are appropriate to the unit. The tutor's role is to encourage students to be creative and experimental when considering the possible solutions.

It also aims to broaden students experience of the potential uses for digital media. It is important that students and tutors allow time to be taken to learn and use appropriate media and to encourage independent thought in terms of experimentation. Tutors should try to minimise any potential barriers to the development of creative thinking and application of ideas, although it is expected that within a group of students their prior knowledge and skills of digital media will vary. In this outcome the student should aim to create a variety of potential concepts and ideas. Outcome 2 requires that the students select two of their strongest ideas and concepts for development as rough visuals. The emphasis is on the development of selected ideas by experimenting with media and visual elements so that they may meet the requirements of the brief and achieve a degree of creativity and originality. The media and visual element experiments can be inspired by a wide range of sources both contemporary and historical, for example art, architecture, crafts, theatre and entertainment, environmental, science and nature.

They may use a variety of reference material including collected ephemera, books, periodicals, magazines, newspapers, and the internet. The student must provide a short explanation either orally or in written form of their concepts, which helps the viewer understand the thinking behind each concept. In outcome 3, following the explanation stage of the two concepts in outcome 2 the student may choose to make modifications to the art and design work; providing they have sufficient time it is appropriate and acceptable to make minor alterations at this stage. The presentation of visuals requires the student to justify the problems solved and design decisions made with the aim of gaining constructive feedback. The visuals will show a final concept with the application of principles such as composition, colour, contrast, flow or rhythm, content and arrangement of type and imagery. The presentation of visuals for a concept may be to their peers, staff members or representatives from industry. This will give the student a more objective perspective of their work. Feedback should be balanced and constructive advising the student on the strength and weaknesses of their ideas. Final format for art and design work can be in print; projected; video; web; animation sequence; screen visual; or any other suitable format.

Graphic Design Project (J51H 48)

This unit is designed to develop the student's ability to initiate and interpret a design brief or briefs, to develop and produce creative and complex design solutions within their chosen area of graphic design and to undertake critical evaluation of solutions. Throughout the unit the student is expected to develop and demonstrate autonomy.

This unit has four outcomes: (1) identify and evaluate creative and complex contemporary graphic design solutions, (2) prepare a graphic design brief (or briefs), (3) research, develop and produce creative and complex design concepts for graphic design briefs, and (4) produce, present and evaluate finished creative and complex design solutions for a graphic design brief (or briefs).

The unit is intended to develop students visual and evaluation skills in print-based and/or screen-based graphic design. The introduction to the unit is through the evaluation of two creative and complex contemporary, professional graphic design solutions. Students will prepare and complete one or two creative and complex

graphic design briefs within their chosen areas under tutor guidance. The briefs could be 'live', 'competition' or 'fictitious'. Outcome 1 is intended to develop the students' knowledge and skills in evaluation of contemporary graphic design with the intention that these skills and knowledge are then applied in outcomes 3 and 4. A range of examples of contemporary graphic design could be selected by the tutor or alternatively students could select their own examples. Examples of contemporary graphic design could include: publicity campaign, range of packaging; advertising; corporate identity; information graphics in a print or screen-based format. Students will select two of these examples for further analysis. An appropriate marking scheme should be produced by the tutor. Outcome 2 is the negotiation of a graphic design brief (or briefs). Tutors should ensure that briefs offer appropriate complexity and scope for creativity in print and/or screen-based graphic design. Outcomes 3 and 4 require students to research, produce and develop design concepts, and produce finished graphic design solutions. Design concepts should be analysed and evaluated throughout the development process.

Final design solutions should be evaluated and professionally presented through an illustrated oral presentation, an illustrated written report or other appropriate format. Appropriate production methods could relate to practical materials and/or software used.

Illustration Project (J521 48)

This unit is designed to provide the student with an extensive understanding of commercial illustration requirements and to develop a professional approach to creating and presenting illustrations.

This unit has four outcomes: (1) investigate and develop creative solutions for simulated commercial illustration assignments, (2) establish and evaluate the illustrative approach through liaison with the client, (3) produce illustrations for use within commercial design formats and (4) meet client presentation requirements.

Outcome 1 requires students to closely examine commercial illustration assignments and produce practical solutions including preliminary sketches and developments clearly showing illustrative potential and relevance to the requirements of the brief. Outcome 2 requires students to present proposals for discussion and feedback at a

minimum of two interim meetings for one of the given assignments. The tutor will act in the role of the client. Outcome 3 requires students to closely examine the requirements of a minimum of three simulated commercial illustration assignments and produce finished illustrations that are suitable for reproduction within specified design formats. Outcome 4 requires students to conduct a client presentation for a minimum of two completed projects by oral presentation or equivalent. Ideally this assessment would be conducted as a group activity. An exemplar instrument of assessment and marking guidelines has been produced to show the national standard of achievement at SQA Advanced SCQF level 8.

Developmental Drawing Portfolio (HT4C 48)

This unit is designed to provide students, from a wide range of art and design disciplines, with the opportunity to use drawing as a means of analysing and developing creative concepts, and to evaluate possible solutions and interpretations for further development.

This unit has four outcomes: (1) research and investigate visual, written or spoken source material to a given brief through exploratory developmental drawing, (2) develop ideas progressively using developmental drawing, (3) produce interpretations using developmental drawing and (4) present and evaluate interpretations.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours. In outcome 1. Students should be encouraged to use different media and techniques, this could be supported by tutor demonstrations of techniques, handouts and visual exemplars. In outcome 2. Students should be encouraged to use their critical faculties, in selecting concept ideas with development potential from outcome 1. The selected ideas are taken into appropriate solutions through developmental drawing in outcome 3. Students may be asked to produce drawings in controlled conditions if this assists in ensuring the reliability and authenticity of evidence presented.

For outcome 4 students are expected to present and evaluate their ideas and concepts and if appropriate the lecturer and/or tutor could act as client.

Students should be able to show a clear progression from research to development, appropriate use of materials, personal lines of enquiry and a professional presentation of work.

Creative Art and Design Graded Unit 2 (J8YT 48)

This graded unit is designed to provide evidence that the student has achieved the following principal aims of the SQA Advanced Diploma in Creative Art and Design: Students will be encouraged to evaluate, research, develop and contextualise their concepts and designs in response to their subject choice: An innovative and creative approach within their concepts: Conduct independent project work involving the integration and application of a variety of skills within a determined time scale: Advanced skills in a range of vocational specialisms within the context of Visual communications: Prepare students for employment in a Visual Communication related post and places at HE establishments: Advanced specialist technical skills and knowledge: Develop an open-minded, critical and evaluative approach to study.

This unit could be delivered as the final Major Project of the course. Completion of the previous units in Semester 1 and two should provide the students with the knowledge and skills necessary for completion of this substantial Practical assignment.

6.3   Opportunities for integration of units

It is envisaged that where possible centres will deliver these qualifications in an integrative manner to help the students appreciate the connections between the various subjects.

Integration means identifying opportunities to combine areas of learning or assessment. This could mean devising one lesson that includes teaching two related topics or devising one assessment task that assesses more than one outcome. A single assessment task could assess more than one outcome from a unit, or could bring outcomes from different units together in one task. This approach can reduce the overall number of assessment tasks needed, which is beneficial for students and for tutors.

Based on the proposed delivery of Years 1 and 2, the following table gives some examples of opportunities that exist for integration of delivery and/or assessment:

Unit code	Unit title	Integration opportunity
HT6E 48	Art and Design: Context	There is an opportunity for this outcome to be assessed with outcome 2 as an integrated learning activity. It could form part of a set project as specific research activity. If delivered with practical units, then an Assessment Matrix should be devised. For example, Visual Communications: An Introduction.
J52S 47	Typography: An Introduction	Visual Communication: An Introduction Digital Imaging
J52T 47	Visual Communications: An Introduction	Working in the Field of Visual Communication Visual Communication: Social Media
J52W 47	Working in the Field of Visual Communication	Visual Communication: An Introduction Visual Communication: Social Media

Based on the proposed delivery of Year 2, the following table gives some examples of opportunities that exist for integration of delivery and/or assessment:

Unit code	Unit title	Integration opportunity
HT6K 48	Creative Project for Artists and Designers	This unit may be delivered independently or in conjunction with other units forming part of the award. The amount of work required to pass this unit should be clearly stated in the brief as a guideline.
HT64 48	Art and Design: Digital Media Project	Graphic Design Techniques Advanced

7. Assessment in an SQA Advanced Diploma award

7.1 Assessment in learning and for certification

Assessment is the process of evaluating a student's learning.

Assessment takes place throughout the learning and teaching processes as well as the final assessment for certification. It can take many forms (for example: practical exercises, case studies, extended response questions) and can be used for different purposes — including identifying prior knowledge, identifying gaps in learning, providing feedback to students as well as measuring student attainment.

Assessment as part of the learning process is called formative assessment. It provides developmental feedback to a student and tutors so that they can adjust their plan for future learning. It is not recorded for external purposes. Formative assessment is often called 'Assessment for learning'.

Summative assessment is carried out for the purpose of certification. Through summative assessment, students provide evidence to demonstrate that they can achieve the evidence requirements detailed in the statement of standards of the relevant unit specification. It is generally undertaken at the end of a learning activity or programme of learning and is used to make a judgement on the student's overall attainment.

7.2 Assessment planning of an SQA Advanced Diploma

All SQA Advanced Diploma qualifications are summatively assessed using a mix of continuous unit assessment and graded unit assessments. It is helpful for students, the course team and the internal verifiers if the course team if they have an overview of when summative assessments are likely to occur. It is, therefore, common practice for a course team, prior to the start of course delivery to agree the overall learning, teaching and assessment plan for the course. Part of this process requires tutors to agree when each unit in the course will be summatively assessed.

In situations where units of a course are being delivered in parallel, it is important that course teams make sure that the assessment load placed on students is manageable, although it is recognised that by its very nature summative assessments will occur towards the end of learning.

7.3   Planning the unit summative assessment

For each unit, it is helpful for tutors and/or assessors to draw up a unit assessment plan which:

- describes what is to be assessed.

- notes what assessment methods will be used.

- describes how the assessments are to be administered, for example practical, online

- defines opportunities for integrating assessment.

- provides a timetable for when the assessment will take place.

- notes arrangements that need to be made to take account of additional support needs or prior learning.

- describes the measures to be taken to ensure that the evidence produced is authentic and current.

- describes how and when requirements for record-keeping and quality assurance processes will be met.

7.4   Negotiating summative assessments with the students

Ultimately, it is up to the tutor to determine when a student is ready for summative assessment (within the agreed time constraints of the course timetable). A good way of gauging if a student is ready for assessment is to use a practice assessment (a final formative assessment which mirrors the summative assessment in terms of assessment method and an aspect of the evidence requirement where appropriate but it must not contain the same task detail as the summative assessment).

The tutor can use this assessment to identify the level of an individual student's competence and the outcome can help the tutor determine if the student is ready to attempt the summative assessment or if the student still has gaps in knowledge and understanding that need to be addressed through further work.

It is good practice to communicate assessment plans to students as early as possible in the course so that they know what to expect. A copy of the proposed Course Assessment Plan may be given to students at the start of the course, often during course induction. Thereafter, it is up to each tutor to make sure that students receive early warning of when assessment is likely to take place.

7.5   Summative Assessment Support Packs

Assessment Support Packs are produced by SQA and are made available to centres for all units in this SQA Advanced Diploma. Assessment Support Packs are intended solely for the purpose of assessment of students against the standards given in the unit specifications. They must not be released prior to the assessment or be distributed for any other purpose. It is the centre's responsibility to maintain the security of all Assessment Support Packs. This includes retaining all Assessment Support Pack material within centres after assessment has taken place.

A unit Assessment Support Pack contains:

- details of the conditions under which the assessment is to be carried out.

- assessment tasks for each outcome.

- a marking scheme or model answer.

- checklists (where appropriate).

It is vital that tutors:

- adhere to the conditions for the assessment, that is, open-book, closed-book, controlled conditions.

- mark assessments consistently in line with the marking scheme or model answer provided.

- keep all Assessment Support Packs secure so that they can be used for future student assessments.

Once the student has completed the summative assessment, it is good practice for tutors to mark their work quickly and provide constructive feedback.

8.   SQA Advanced Diploma Assessment Strategy and Plan

8.1   SQA Advanced Diploma in Creative Art and Design Assessment Strategy

A guide to the type and number of assessments in the programme is shown below:

Assessment — Year 1

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Visual Communication: Sustainable Design (J52V 47)	Evidence can be in the form of an annotated workbook and/or sketchbook, which can be in paper or electronic form, or a combination of both. Research sources should be credited. The assessment may form part of a holistic approach which could combine both outcomes into one Instrument of assessment.	Evidence can be in the form of an annotated workbook and/or sketchbook, which can be in paper or electronic form, or a combination of both. Research sources should be credited. The assessment may form part of a holistic approach which could combine both outcomes into one Instrument of assessment.	Not applicable	Not applicable	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Visual Communication: Sustainable Design (J52V 47)	Assessment evidence could be presented in a sketchbook or digital or combination of both.	Assessment evidence could be presented in a sketchbook or digital or combination of both.	Assessment evidence could be presented in a sketchbook or digital or combination of both.	Not applicable	Not applicable
Developmental Drawing (HT3X 47)	This unit may be delivered as a stand-alone unit or delivered alongside other units or integrated into another unit or project. It is recommended that outcomes 1, 2 and 3 be taught in sequence.	This unit may be delivered as a stand-alone unit or delivered alongside other units or integrated into another unit or project. It is recommended that outcomes 1, 2 and 3 be taught in sequence.	This unit may be delivered as a stand-alone unit or delivered alongside other units or integrated into another unit or project. It is recommended that outcomes 1, 2 and 3 be taught in sequence.	Not applicable	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Typography: An Introduction (J52S 47)	Holistic assessment; with two outcomes and very closely linked. Alternatively, outcomes 1 and 2 could be fully integrated with projects linked to other related units within the SQA Advanced Diploma in Visual Communication	Holistic assessment; with two outcomes and very closely linked. Alternatively, outcomes 1 and 2 could be fully integrated with projects linked to other related units within the SQA Advanced Diploma in Visual Communication	Not applicable	Not applicable	Not applicable
Digital Imaging (HT5G 47)	Briefs can either be set as four individual projects or holistically as part of an overall project.	Briefs can either be set as four individual projects or holistically as part of an overall project.	Not applicable	Not applicable	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Art and Design: Context (HT6E 48)	This unit could be integrated and/or assessed with other relevant units where appropriate. For example, research for this unit could form part of the student's initial concept development for a design brief and assessed as such.	This unit could be integrated and/or assessed with other relevant units where appropriate. For example, research for this unit could form part of the student's initial concept development for a design brief and assessed as such	Not applicable	Not applicable	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Working in the Field of Visual Communication (J52W 47)	The assessment may form part of a holistic approach which could combine both outcomes into one instrument of assessment. Research from outcome 1 could form the basis of the investigation into employment in outcome 2.	The assessment may form part of a holistic approach which could combine both outcomes into one instrument of assessment. Research from outcome 1 could form the basis of the investigation into employment in outcome 2.	Not applicable	Not applicable	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Graphic Design (J50X 47)	The assessment of outcome 1 could be carried out by structured questions to guide the production of a short written and illustrated assignment, or through a short illustrated oral presentation.	The assessment of this outcome could be through practical assignments from either one design brief with a minimum of six design requirements or two graphic design briefs with a minimum of three design requirements.	The assessment of this outcome could be through practical assignments working from either one design brief with a minimum of six design requirements, or two graphic design briefs with a minimum of three design requirements.	The assessment of this outcome could be through practical assignments working from either one design brief with a minimum of six design requirements, or two graphic design briefs with a minimum of three design requirements.	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Visual Communication: Social Media (HR3C 47)	Students must be given a clear brief covering all evidence requirements.	In this outcome, students will research and present findings on techniques and strategies used by others within a social media campaign to maximise audience and impact. This outcome could be undertaken either individually or as a group,	In this outcome, students will work to a tutor given project brief. For example, the student could be asked to construct a self-promotional campaign.	Not applicable	Not applicable
Photography: Image Editing (J52M 47)	Assessment of this unit can be undertaken in a holistic manner if students are given an initial brief covering all outcomes.	Product evidence will be in the form of the 10 files which have been edited, and before and after images showing the changes to each original.	Product evidence will be in the form of the 10 printed images which students can print themselves or choose to have printed by a professional printing service.	Written and/or oral recorded evidence showing knowledge of colour management will be produced in open-book conditions.	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Illustration (J510 47)	A single assignment could be devised for this outcome and a series of illustrations produced for a single, agreed project theme. Ideally, the assignment should include a choice of themes, listed under one subject area, from which the student can select	This outcome will involve working with more than one text. The illustrations should include significant features, figurative content or elements within a scenario. One full-page colour illustration and one black and white spot illustration would be suitable evidence as a minimum requirement.	students should be directed to produce illustrations for full colour reproduction in print or screen-based media. A minimum of one illustration should be produced as black and white line. Spot colour and black and white tonal works may also be considered in addition to the minimum requirement.	Ideally assessment would be conducted as a group activity and observed under controlled conditions. Students should be encouraged to operate in a professional role by presenting their finished illustrations as they would to a client.	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Art and Design: Project (HT6J 48)	All materials collated in the form of drawings , sketches, cut-outs, articles, photographs, etcetera should be supported by appropriate analysis.	Both 2D and 3D solutions will be considered appropriate	Consideration should be given to the whole creative process rather than focusing solely on the quality of the finish. The final project must demonstrate the skills and knowledge gained in all three outcomes.	Not applicable	Not applicable
Graded Unit 1 (J8YR 47)	The evidence for a project-based graded unit is generated over time and involves three distinct stages: Planning, Development and Evaluation	Not applicable	Not applicable	Not applicable	Not applicable

Assessment — Year 2

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Digital Imaging Project (J51E 48)	At least five different advanced editing elements should be used across the entire outcome. The editable files should be saved in a folder separate from the finished work.	It is suggested that at least five different advanced editing elements be used across the entire outcome.	Produce a report on the advantages and disadvantages of using vector and bitmapped based images. (500 words or equivalent).	Not applicable	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Creative Project for Artists and Designers (HT6K 48)	Research should relate to the demands laid out in the project brief. All materials analysed and produced should be stored in the appropriate manner and presented for assessment.	Work may be presented for this outcome in a variety of formats appropriate to the task undertaken. Assessment should focus on the depth of research carried out and the sophistication of ideas	The final product and presentation will demonstrate all of the skills and knowledge gained in all three outcomes. Attention will be given to the depth of enquiry and the standard of the overall product or concept. A checklist should be used to assess the presentation.	Not applicable	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Design Production (J51C 48)	The assessment of this outcome should take the form of a single, supervised, practical assignment devised to cover this outcome and all further outcomes for the unit.	Outcome 2 should be assessed at an appropriate stage in the project. Students must be made aware that all stages of production should conform to industry standards and practices and will be assessed accordingly.	Outcome 3 should be assessed at an appropriate stage in the project. Students must be made aware that all stages of production should conform to industry standards and practices and will be assessed accordingly.	The assessment of this outcome should take the form of a single, supervised, practical assignment devised to cover this outcome and all further outcomes for the unit.	Not applicable
Typography (J513 47)	The assessment for this outcome will take the form of a report (or reports) on a minimum of two prominent type designers.	The assessment for this outcome should take the form of a sketchbook or worksheets that demonstrate a developmental approach to type selection and manipulation that makes use of all knowledge and/or skills.	The assessment for this outcome should take the form of a finished design solution for a given brief (or briefs) that makes use of all knowledge and/or skills.	Not applicable	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Preparing for a Role in the Field of Visual Communication (J52X 48)	Students will produce evidence that they have created and tailored a curriculum vitae (CV) to a specific role, compiled an appropriate portfolio and prepared for a specific interview.	Students will arrive on time and present their portfolio at an interview. The material can be presented in printed or digital form, or a combination of both. Emphasis should be placed on creativity and the appropriateness of the portfolio for the specific role.	On completion of the interview process students should seek feedback from the interviewers on the effectiveness of their portfolio and CV in gaining them an interview. They must also seek feedback on their performance during the interview.	Not applicable	Not applicable
Art and Design: Digital Media Project (HT64 48)	Outcome 1 is assessed by the research and production of a range of experimental ideas and concepts.	Outcome 2 is assessed by the development of two concepts and production of rough visuals.	Outcome 3 is assessed by the production and presentation of a final concept using digital media.	Not applicable	Not applicable

Assessment — Year 1

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Graphic Design Project (J51H 48)	The assessment of outcome 1 could be carried out by the production of two short written and illustrated assignments (minimum 400 words each), alternatively this could be done through an oral presentation utilising appropriate visual materials.	Assessment of this outcome will take the form of the submission of one or two design briefs negotiated with the tutor. Design briefs may be print or screen-based.	The assessment of this outcome should be through practical assignments working from a design brief (or briefs) negotiated and prepared in outcome 2 of this unit. Students should produce and present research materials, thumbnails, and roughs using appropriate production methods.	The assessment of this outcome should be through practical assignments working from a design brief (or briefs) negotiated in outcome 2 and design concepts produced in outcome 3 of this unit.	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Illustration Project (J521 48)	Outcome 1 requires students to closely examine commercial illustration assignments and produce practical solutions including preliminary sketches and developments clearly showing illustrative potential and relevance to the requirements of the brief.	Outcome 2 requires students to present proposals for discussion and feedback at a minimum of two interim meetings for one of the given assignments. The tutor will act in the role of the client.	Outcome 3 requires students to closely examine the requirements of a minimum of three simulated commercial illustration assignments and produce finished illustrations that are suitable for reproduction within specified design formats.	Outcome 4 requires students to conduct a client presentation for a minimum of two completed projects by oral presentation or equivalent. Ideally this assessment would be conducted as a group activity.	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Developmental Drawing Portfolio (HT4C 48)	Outcomes 1–3 require an annotated sketchbook, workbook or worksheets detailing ideas, techniques, materials, processes, progression of ideas and the creation of finished solution.	Outcomes 1–3 require an annotated sketchbook, workbook or worksheets detailing ideas, techniques, materials, processes, progression of ideas and the creation of finished solution.	Outcomes 1–3 require an annotated sketchbook, workbook or worksheets detailing ideas, techniques, materials, processes, progression of ideas and the creation of finished solution.	Outcome 4 requires students to produce a report.	Not applicable

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Visual Communication: Graded Unit 2 (J8YT 48)	This graded unit will be assessed by the use of a project-based practical assignment developed by centres. The project should provide the student with the opportunity to produce evidence that demonstrates that he or she has met the aims of this graded unit.	Not applicable	Not applicable	Not applicable	Not applicable

8.2   SQA Advanced Diploma in Creative Art and Design Graded unit assessments

Creative Art and Design: Graded Unit 1

This graded unit is designed to provide evidence that the student has achieved the following principal aims of the SQA Advanced Diploma in Visual Communication:

- Develop a range of contemporary vocational skills within the context of visual communication.
- Prepare students for employment in a visual communication related post and places at higher education (HE) establishments.
- Develop specialist technical skills and knowledge.
- Conduct independent project work involving the integration and application of a variety of skills within a determined time scale.
- Develop options to permit an element of vocational specialism.

Assessment

This graded unit will be assessed by the use of a project-based case practical assignment developed by centres. The project should provide the student with the opportunity to produce evidence that demonstrates that he or she has met the aims of this graded unit.

Assessment support pack

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable, and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. ASPs are available on SQA's secure website.

Creative Art and Design: Graded Unit 2

This graded unit is designed to provide evidence that the student has achieved the following principal aims of the SQA Advanced Diploma in Creative Art and Design:

- Students will be encouraged to evaluate, research, develop and contextualise their concepts and designs in response to their subject choice.
- An innovative and creative approach within their concepts.
- Conduct independent project work involving the integration and application of a variety of skills within a determined time scale.
- Advanced skills in a range of vocational specialisms within the context of Creative Art and Design.
- Prepare students for employment in a Creative Art and Design related post and places at HE establishments.
- Advanced specialist technical skills and knowledge.
- Develop an open-minded, critical and evaluative approach to study.

It is recommended that the student should have completed or be in the process of completing the following units relating to the above principal aims prior to undertaking this qualification:

- Digital Imaging Project
- Creative Project for Artists and Designers
- Design Production
- Working in the Creative Industries

Assessment support pack

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable, and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. ASPs are available on SQA's secure website.

8.3   What happens if a student does not achieve an assessment?

If a student fails to demonstrate competence in a summative assessment, it is good practice to communicate this to them quickly. Tutors should take time to individually feedback to students where they went wrong. Having given feedback, tutors should then advise students on what they need to do to prepare for re-assessment.

The student then undertakes additional work as discussed with the tutor, this is called remediation. It is when the student revises class work or practises skills covered in class before they attempt the re-assessment. It is important that students do get time to consolidate their knowledge and understanding before being re-assessed.

Re-assessment may take a variety of forms.

- For some assessments, students may be allowed to provide additional information, for example if a student has submitted a report based on a piece of independent research, they would be allowed to add the missing evidence and resubmit the report. The new information should be highlighted in such a way to show that it had been added, for example underlined, coloured and dated in the margin.

- For practical tasks related to their use of information technology, students may be permitted to correct work and resubmit — the original submission and the re-submission should both be kept.

- For multiple-choice, short response and graded units, students may be required to attempt a completely new assessment instrument.

Where specific action has to be taken for re-assessment details will be noted in the unit specification and tutors must be familiar with the unit specification requirements for re-assessment.

It is important to note that re-assessment does not always require that students complete a full new assessment. Re-assessment may (and often does) allow students to re-attempt the part of the outcome that they have not completed to a standard which meets the unit specification.

For units other than graded units, SQA provides only one summative assessment and it is extremely important that centres produce their own alternative assessments. These assessments can be used for re-assessment purposes.

Once a draft assessment has been prepared by the centre it should first be quality checked by centre staff (internally verified) and submitted to SQA for prior-verification to ensure that it is fit for purpose.

If a student fails to reach the pass mark in the Graded Unit 1 — Examination then he or she should be allowed to sit an alternative examination before the beginning of the next session to allow progression to Year 2. Students must complete all aspects of the new assessment instrument. Students must pass the graded unit on the second attempt.

9. Quality Assurance

SQA is committed to providing qualifications and support to match the needs of individuals, society and the economy of Scotland and internationally. SQA believes that global interaction in education and training benefits our customers, clients, partners and SQA through the sharing of expertise and experience.

SQA has a balanced portfolio of qualifications that is inclusive, facilitates progression, reflects Scotland's educational, economic, social and cultural needs and changes, and supports education and training worldwide.

SQA works in partnership with our approved centres to achieve our shared goals of excellence and consistency. This ensures that SQA's qualifications continue to meet the requirements all users of our qualifications.

SQA's quality assurance models are designed to ensure that assessment decisions made to national standards are correct and consistent, and that national standards are maintained. We are committed to maintaining an assessment and quality system that is easy to understand, effectively administered, publicly accountable, and cost-effective to operate.

As well as working with centres to manage and enhance the quality of SQA qualifications, SQA routinely monitors its own performance. SQA establishes processes that need to be followed and submit these to regular auditing. This includes systematic evaluation and review of the effectiveness of our quality management processes. SQA also monitors standards across all our qualifications over time, to ensure consistency. Feedback from stakeholders is an integral part of SQA's review activities.

SQA is subject to external audit by a number of agencies, including the Scottish Government.

10. Verification

10.1 Introduction

SQA regularly monitors centres to ensure that they have the resources and expertise to assess students against the qualification criteria. SQA's quality assurance processes have been developed to ensure that national standards are applied to internally assessed units or course components.

To maintain the credibility of SQA qualifications, we rely on effective collaboration with centres to ensure national standards are maintained across all qualifications at all levels.

Verification is the procedure that SQA uses to make sure that centres' assessment decisions are valid and reliable and are in line with national standards.

10.2 Why do we need verification?

Verification is one of a range of Quality Assurance measures used by SQA to confirm that:

- centres' assessment decisions are sound (that is, valid, reliable and practicable).

- national standards are being uniformly applied.

- assessments are accurately and consistently applied across all students and levels.

This ensures qualifications and certification are credible with all students being assessed to a common standard.

10.3 Internal verification

Centres are responsible for the internal verification of their assessments. This means that centres should have an internal verification system — a system of having quality checks in place — which can be operated throughout the centre. Each tutor who is responsible for the assessment of students and/or internal verification of student material should:

- be made aware of their centre's quality assurance procedures.

- comply with these procedures.

Centres will appoint staff members to be internal verifiers. Internal verifiers will ensure that assessors apply standards of assessment uniformly and consistently. They should keep records of internal verification activity for external verifiers to access. Examples of records include:

- evidence of planned verification for the semester which conforms to the centre's verification strategy.

- minutes of meetings where assessment work is examined and where discussion about acceptable standards is noted and decisions recorded.

- internal verification forms showing which students' work has been verified and the outcome. Note that where an assessor carries out observations, internal verifiers should also observe the assessor.

- evidence of discussion and support of assessors, particularly where student work has not been accepted by the internal verifier.

- evidence of reporting back to the course team, any recommendations, actions required and evidence that these are acted upon.

10.4   External verification

To ensure national consistency in assessment decisions, SQA appoints experienced teachers and/or lecturers who have good, recent experience in the delivery and assessment of their subject to carry out external verification in centres. SQA will notify the SQA co-ordinator if your centre has been selected for verification.

SQA wants to encourage centres and staff to see verification in a positive light, as a valuable Quality Improvement tool.

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Diplomas.

Further information

Call SQA's Customer Contact Centre on 00 44 141 500 5030. Alternatively, complete our Centre Feedback Form: Customer Feedback Form

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. Centres are advised to check SQA Connect 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 students for the unit which has been revised where they are expected to complete the unit before its finish date.

Version	Description	Date