

Design Visualisation

Unit Reference	K/601/5945
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit will enable learners to develop their skills and knowledge in the selection and application of drawing and other visualisation systems in the creation, exploration and communication of design ideas and information.</p> <p>Learners are encouraged to experiment with a variety of materials and media, and select forms of drawing and visualisation appropriate to the intended purpose</p>
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Understand approaches to design visualisation	<p>1.1 Investigate a range of approaches to problem solving for professional design visualisation</p> <p>1.2 Evaluate a minimum of six examples of design visualisation produced by at least three professional designers in order to identify</p> <ul style="list-style-type: none"> • the relationship between the selection and application of materials, techniques and formats in relationship to the intended purpose • the stylistic approaches used to meet differing objectives • technical and creative parameters • commercial intentions

<p>2. Be able to use specialist techniques and processes to visualise design ideas</p>	<p>2.1 Explore approaches to design visualisation to include at least four of the following</p> <ul style="list-style-type: none"> • freehand drawing/sketching • mood boards • constructed drawing systems • observational drawing • assembled visual elements • rendered CAD visuals <p>2.2 Develop and adapt a range of approaches from the above list to explore design visualisation for the following purposes</p> <ul style="list-style-type: none"> • origination of design ideas • development of design ideas • testing of design ideas • review of design ideas • communication of design intentions • presentation of design ideas
<p>3. Understand the aesthetic and technical qualities of design visualisation for different purposes</p>	<p>3.1 Evaluate, with the use of the design visuals produced above, the suitability of the chosen approaches for each of the chosen purposes.</p> <p>3.2 Analyse the aesthetic qualities of the design visuals produced</p> <p>3.3 Assess the technical qualities of the design visuals produced</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES4 PS: c, d, e. K&U: 2, 3 DES7 PS: a, b, c. K&U: 1, 5, 7, 8, 9, 10, 15 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5</p>	

Supporting Unit Information

K/601/5945 Design visualisation - Level 3

Indicative Content

This unit is designed to provide learners with an awareness of the existing uses of design visualisation and with a practical understanding enhanced by their own practical experimentation.

Learning Outcome 1. Understand approaches to design visualisation

In order to facilitate comparative evaluation learners are required to identify different existing instances of the application of design visualisation, each in relation to the given range of considerations. It is suggested that learners select a wide range of examples covering a broad spectrum of professional design applications.

Learning Outcome 2. Be able to use specialist techniques and processes to visualise design ideas

Learners should explore techniques and processes through selection and experimental application. They will build upon their exploration by developing and adapting their selected techniques and processes in order to explore the suitability of approaches to design visualisation for different purposes as listed in assessment criteria 2.2.

Learning Outcome 3. Understand the aesthetic and technical qualities of design visualisation for different purposes

Learners should undertake a retrospective evaluation of approaches to design visualisation identified in relation to learning outcome 1, and those explored in relation to learning outcome 2.

Learners should be encouraged to carry out ongoing evaluation of the design visuals produced in terms of suitability for purpose, technical qualities, aesthetic qualities and applied outcomes; in for example journals or workbooks.

Teaching Strategies And Learning Activities

This unit is designed to provide learners with an awareness of, and

practical skills in design visualisation. Learners will require access to relevant reference sources and a range of processes and materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Evidence Of Achievement

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Photographic records of experimental processes and applications
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of

achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted.

Additional Information

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.