



**Arrangements for:
HNC Computer Arts and Design**

Group Award Code: G87N 15

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and

HND Computer Arts and Design

Group Award Code: G8H1 16

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

History of changes

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

NOTE: Where a Unit is revised by another Unit:

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

Version number	Description	Date
07	Revision of Unit: DW9J 34 Animation: An Introduction has been revised by HG56 34. FD65 35 Computer Arts and Design: Theory and Practice has been replaced by HG57 35. FD64 34 Computer Arts and Design: Technologies has been revised by HG58 34. DW9L 34 Computer Arts and Design: Scriptwriting has been revised by HG59 34 and will finish 31/07/2019	18/10/16
06	Revision of Unit: DE1K 33 Workplace Communication in English has been revised by H8T2 33 and will finish on 31/07/2016.	21/04/15
05	<i>Typography</i> (DV69 34) has been added as an optional unit to the HND Computer Arts and Design framework.	28/01/14
04	Revision of Unit: DW9K 34 Composition and Motion Graphics has been revised by H4JN 34. DM0V 34 Creative Industries: An Introduction has been revised by H4A1 34. Both Units will finish on 31/07/2015.	10/09/13
03	Changes to codes: <i>Art and Design Project</i> from DV5W 35 (<i>lapse date 31/07/2013, finish date 31/07/2015</i>) to H380 35. <i>Visual Communication: An Introduction</i> from DV6A 34 (<i>lapse date 31/07/2013, finish date 31/07/2015</i>) to H386 34. <i>Typography: An Introduction</i> from DV6Y 34 (<i>lapse date 31/07/2013, finish date 31/07/2015</i>) to H385 34. <i>Web Design: An Introduction</i> from DV5M 34 (<i>lapse date 31/07/2013, finish date 31/07/2015</i>) to H383 34. <i>2D Computer Animation</i> from DV5N 35 (<i>lapse date 31/07/2013, finish date 31/07/2015</i>) to H31E 35. Added to frameworks: HNC/HND: <i>Mixed Media Techniques</i> F1H0 34. HND: <i>Exhibition of Contemporary Artform</i> F1CB 35. <i>Art and Design Context: Personal Investigation</i> F0MF 35. <i>Contemporary Art Practice: Digital Media Development</i> F1R9 35. <i>Contemporary Art Practice: Digital Media Production</i> FSD68 35. <i>Mixed Media Development</i> FD6A 35.	21/02/13
02	Addendum added to page 15 — changes to Unit codes from August 2011.	28/03/11

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1 Introduction

This is the Arrangements Document for the new HNC/HND Group Awards in Computer Arts and Design which were validated in 2006. This document includes: background information on the development of the Group Awards, aims, guidance on access, details of the Group Award structures, and guidance on delivery.

These new qualifications are presented to meet the challenges of the art and design industry in the 21st century. This is the Arrangements Document for the new Group Awards: Higher National Certificate/Diploma in Computer Arts and Design and the associated Graded Units. All other component Units have been validated separately, and have been written according to the new design principles.

Candidates undertaking this HNC/HND will examine the subject from a number of perspectives. They will have an opportunity to develop their creativity, study appropriate business areas as well as learning computer technology. In addition, candidates will undertake and present credible research in areas of practice which will help with either potential future employment and/or articulate onto advanced study.

These Group Awards provide an opportunity for candidates to prepare themselves for a career within the creative industries as artists or designers. It will equip those seeking such a career with a relevant educational experience to enhance career goals. The awards will also give a very sound foundation from which to progress onto a degree level course.

The Group Awards are designed to meet employers' and candidates' expressed needs and priorities. They will develop candidates' practical creative competences within the discipline of Computer Arts and Design along with appropriate technical skills through in-depth study of the current art and design industries.

The Group Awards comprise Units that are written in a generic fashion so there is flexibility in design and delivery. Also, the core Units within the awards share a great deal of commonality with the other four awards that are being developed under the Review: HNC/HND Visual Communication; HNC/HND 3D Design; HNC/HND Art and Design and HNC/HND Contemporary Art Practice. The decision to create this level of commonality was made jointly by the Consortium Chairs which represented the awards within the HN Art and Design Review. By doing this it will lead to greater flexibility for candidates, as it is now possible to undertake an HNC/HND in Computer Arts and Design and then undertake an HND in another area of Art and Design. The group of core Units which can be commonly found throughout the five awards within the HN Art and Design Review have been written in such a manner that the style and genre are not specified. This in turn has given greater flexibility within the manner in which they are interpreted and delivered and has resulted in the opportunity for the inclusion of this fundamental group of Units across all of the new awards. In addition, because of the generic nature of the new Units there is a greater opportunity a holistic delivery with cross assessment and a diverse range of integration possible.

2 Rationale for the development of the award

2.1 Introduction

The computer has become both a tool and medium in almost every area of Art and Design. A typical course framework will often include some Information and Communications Technology (ICT) component. In industry Graphic Designers may work almost exclusively with computer software. Digital photography and image manipulation has had a huge effect on the photographic industry. The film, video and television industry is becoming almost exclusively digital. Any designer working within a 3D context will use the computer as part of the visualisation and design process. Large areas of Fine Art practice are being affected by the use of computers either through time-based work, installation or through photography.

So why do we need a specific framework for the computer in Art and Design?

Leading creative technologist Professor John Maeda of MIT suggests that ‘the usual bastions of youthful anarchy — art schools — are at a standstill due to the disruptive force of technology. ‘What is it?’ ‘Which department should own it?’ ‘Do we really need it?’ ‘It’s nothing more than a tool, so why make such a big deal?’ I am constantly surprised by how little progress is being made to embrace digital media in new ways; instead, it is juggled like a hot potato around art and design departments.’

A report published in November 2005 has suggested that 57% of teenagers who use the internet could be considered Content Creators. They have created a blog or web page, posted original artwork, photography, stories or videos online or remixed online content into their own new creations. (PEW Internet and American Life Project: Teen Content Creators and Consumers http://www.pewinternet.org/PPF/r/166/report_display.asp).

These are two very compelling arguments in favour of a course in creative digital technology. Through the use of the computer many new and previously unforeseen Art and Design activities have been created. At the same time we must be able to meet the demands of the next generation of computer literate users.

Technology is having an impact on all areas of art and design. These areas will need skills in web design, graphics, animation, virtual reality and video which are subjects that continue to grow and move forward at an alarming rate. The computer games industry is well over 20 years old and Scotland is a world leader in this field. Interactive technology in the form of mobile phones and other electronic items are ubiquitous. Channel Four is investing a seven-figure sum into mobile phone initiatives, to build on its launch of the UK’s first terrestrial mobile TV ‘channel’ with Vodafone. To quote a representative from Channel Four: ‘The money we’re putting into mobile and broadband reflects the fact that new media is really high up on our agenda.’ There is also a growing shift in fine art practice that is creating new and unforeseen artifacts.

All of these industries and disciplines need people with strong aesthetic and creative art and design skills. The HNC/HND in Computer Arts and Design will acknowledge these changes by helping to create teaching and learning environments that embrace these changes. It has been devised as a national award that will be delivered in further education colleges across Scotland. The award will supersede most courses currently on offer within the areas of new media and digital art and design.

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

The HNC/HND in Computer Arts and Design will provide individual centres the opportunity for specialisation within a specified subject area, such as Computer Fine Art, Computer 2D Design, Computer 3D Design and emerging time-based and interactive media. Evidence gathered through market research identifies support for the restructuring of the existing awards into a stronger and more comprehensive framework; allowing for greater areas of integration which will assist candidates in their progression to completion of the award.

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

Core Skills will be signposted within the context of each Unit giving candidates the opportunity to develop a high level of competence in the areas of Communications, Numeracy, Information Technology (IT), Problem Solving and Working with Others, while maintaining a focus on their subject specialism. Maintaining a high level of Core Skills is essential within the awards in order to ensure that candidates are fully prepared, academically, to progress into Higher Education or to gainfully find employment.

It is also imperative that the new awards continue to meet with the requirements of employers and industry. In recent years the number of candidates leaving at both HNC and HND level to embark upon a career as a designer has increased rapidly and Scottish Enterprise is aiming to expand the Creative Industries in Scotland by 30% and create up to 2,000 new jobs. The changes within the new framework are a direct response to the many new demands of these industries.

2.2 Current demand for awards under review

Main stakeholders, including Robert Gordon University, Dundee University, University of Abertay, Edinburgh University, Glasgow University, Glasgow Caledonian University and Paisley University were consulted along with industry professionals.

Consultation with these stakeholders demonstrated a confidence in the award and justified the proposed design that will meet the needs of users, providers and industry. There is a growing need for artists, designers and professionals with creative skills to demonstrate an understanding of commercial possibilities within their area of expertise.

Creative and artistic talent is abundant in Scotland, and with the demands of the art and design market it is essential that candidates have the skills to actively gain employment or set themselves up as a company and to market and promote themselves if they choose to do so. Professional practice is of paramount importance within the area of Computer Arts and Design. The new HNC/HND places a strong focus on the skills that are required to work at a professional level and this emphasis of professionalism is evident throughout all subject areas within the award. The award offers four key routes of specialism and is supported by a substantial group of optional subjects that will complement the candidates' development within their chosen area of focus. This approach ensures that the Group Award has more flexibility than its predecessors. This format also ensures the longevity and continued relevance of the awards.

2.3 Review Process

2.3.1 Consultation Process

Consultation was carried out at all stages of the review process to ascertain the relevance of the framework and the individual Units. The findings were then considered during the subsequent development of the framework, Unit structure and content.

This consultation involved:

- ◆ Colleges offering the current HNs in Graphic Design, New Media, Digital Art and Design and Computer Animation
- ◆ Employers and industry bodies in the field of Computer Arts and Design
- ◆ Candidates who had recently completed a Higher National award
- ◆ Higher Education institutions to which successful candidates could articulate

There will be on-going consultation with industry to ensure relevance as well as maintain standards.

It is inevitable that when research is gathered, that there will be a variety of views expressed. After careful consideration of the issues raised, the decision of the Qualification Design Team was to work with the general consensus in designing this Group Award framework.

2.3.2 Feedback of consultation

The consultation confirmed the usefulness of the award to candidates entering the profession or Higher Education and highlighted its practical base as a main strength from employers.

The Qualification Design Team responded to the feedback by ensuring that the successful elements of the original awards were retained, whilst opportunities were provided to reflect the demands of employers and users of the award.

The new Group Awards reflect the skills most in demand for artists and designers in the creative industries today. For example, the inclusion of many Units which encourage the development of a robust art and design process combined with a contextual understanding of the subject area.

The review process involved initial meetings with all interested parties to discuss the validity of the current awards and to evaluate their strengths and weaknesses. During the process the individual Units were discussed and their validity evaluated.

A substantial number of new Units were identified for development within the new awards.

Many outdated subject areas were removed from the framework; a small number of Units in relevant subject areas were identified as being in need of either major or minor revisions.

After the consultation and research period was completed, the new framework was finalised by the consortium.

2.3.3 Revised HN Computer Arts and Design

As a result of the consultation and research findings, a new framework was designed to meet the needs of all stakeholders. The HNC/HND Computer Arts and Design Award shares common core elements with four other Group Awards: HNC/HND Visual Communication, HNC/HND 3D Design, HNC/HND Art and Design and HNC/HND Contemporary Art Practice.

3 Aims of the award

Practical and creative skills are developed in the vast majority of individual Units, most of which require a final demonstration of skills to an assessor and an appropriate audience. This regular requirement for formal and less formal presentation will develop an awareness of how to improve the presentation of the candidate and their work as well as building the candidate's confidence.

Paramount to the award is the integration of traditional art and design practice with emergent digital technologies. All of the Units within the awards, both mandatory and optional, have been written to reflect this ethos.

Self-evaluative skills are developed through an integrated approach to assessment. The mandatory Units at HNC/HND level require regular self-assessment, which will be monitored and evaluated on a regular basis. This will provide candidates with the skills and discipline necessary to identify areas of strength and weakness in their studies, and an opportunity to produce strategies and targets for improvement.

With regard to potential employment and success, it is felt that although formal qualifications are one route and show a progression of the basic skills required by employers, they are arguably of less importance than demonstrable talent and the evidence of a strong portfolio of work.

The nature of the employment market is such that work in this area is often self-employed, or through employment for short periods on specific project briefs. To gain such employment, the appropriate characteristics and aptitudes must be proven on demand. The course has therefore been designed to reflect the diversity of the jobs market by integrating skills in each of the Graded Units. The Graded Unit demands that the candidate works closely to the stringent parameters of a design brief undergoing a variety of presentation/mentoring sessions in order to simulate the realistic process of dealing with a client and tendering for work.

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

3.1 General aims of the award

All HNC/HNDs have a range of broad aims that are generally applicable to all equivalent HE qualifications:

- ◆ developing creative processes
- ◆ developing visual language
- ◆ developing critical and evaluative thinking
- ◆ developing problem solving
- ◆ developing the ability to manage projects
- ◆ developing communication skills and presentation techniques
- ◆ developing the ability to be flexible and to work co-operatively with others
- ◆ developing personal effectiveness
- ◆ developing study and research skills
- ◆ developing skills in IT
- ◆ developing current employment skills and expertise
- ◆ developing awareness of the cultural and industrial context in which computer arts and design functions
- ◆ providing opportunities for career planning
- ◆ preparing for progression to employment or further study

3.2 Specific aims of the award

The aims of the HNC/HND Computer Arts and Design Group Awards are to develop the following areas of skills and knowledge:

- ◆ an ability to analyse and synthesise knowledge and skills acquired through study
- ◆ an ability to develop study, organisational and research skills
- ◆ an ability to develop innovation, originality and creativity
- ◆ to build proficiency in time management and professional practice and promote accuracy in the presentation of design work
- ◆ an ability to develop critical analysis; to reflect on own work and continually strive for best practice
- ◆ an ability to integrate these skills in practical or business application
- ◆ an ability to develop competencies in a range of specialised areas in line with preferred career aims
- ◆ to enable progression to further study in a Computer Arts and Design related discipline
- ◆ to enable the adoption of innovative practices and creativity in work and ability to respond quickly to the challenges posed by changes in the Computer Arts and Design industry
- ◆ an ability to develop personal skills and follow creative industry protocol

The mandatory Units are designed to provide the candidate with a foundation of skills and knowledge relevant to the study of an art and design subject.

The key framework skills should underpin specific knowledge for a candidate studying art and design within a digital context.

Four main areas of specialism have been identified within the HNC/HND qualification: fine art, 2D design, 3D design and Time-based. While it is not mandatory for the award to be structured by these groupings, it is highly recommended that centres select subject areas from the award/s that will allow candidates to have a main area of focus and expertise.

Candidates will be encouraged to evaluate, research, develop and contextualise their concepts and designs in response to their subject choice.

Other subject-related aims are to:

- ◆ develop an understanding of the influence and contribution made by technology in art and design
- ◆ develop an understanding of interdisciplinary connections between the various subject areas within Computer Arts and Design
- ◆ develop an open-minded, critical and evaluative approach to study
- ◆ develop investigation and research skills
- ◆ gain knowledge of competing views, perspectives, theories and evidence from a variety of subjects

Having experience of different subjects within the context of digital art and design will allow candidates to make informed choices for later specialisation if so desired. However, if needed for articulation purposes, it will be possible for candidates to choose a variety of different subject areas within each Group Award rather than focusing on a dedicated specialism.

Skills development

The following additional skills will also be developed:

- ◆ the ability to evaluate theoretical concepts
- ◆ the application of theoretical concepts to art and design projects
- ◆ critical analysis
- ◆ creative intuition
- ◆ reflective practice
- ◆ evaluative skills
- ◆ an understanding of the role and application of computer technology within art and design subject areas

The new qualification will sustain the incremental progression through the range of art and design qualifications now available from Intermediate 2 level to HND level.

The specific aims and development of skills are attained through achievement of all mandatory and selected optional Units and confirmed and reinforced by Graded Units.

3.3 Target groups

The Group Award is designed for those who wish to pursue a career within one of the key areas of Computer Arts and Design and who seek the relevant training in ancillary subjects. The HNC/HND is aimed at those who have some previous experience, perhaps through a lower level qualification, or who show potential and demonstrate a strong interest to develop their skills and is intended to facilitate progression to employment within the industry or to Higher Education. All candidates must fulfill the entry requirements of the awards by presenting a portfolio of work as evidence of their ability along with the entry criteria of particular centres.

3.4 Employment opportunities

In the validation process during academic session 2005/2006 over 150 companies were contacted. The following occupational areas accepted the relevance of these awards

- ◆ Graphic Designers
- ◆ Design Agencies
- ◆ Illustrators
- ◆ Web Designers
- ◆ Multimedia Designers
- ◆ Publishers
- ◆ Animation
- ◆ Games Design Companies
- ◆ Film and TV Production Companies
- ◆ New Media Companies
- ◆ Mobile Content Development
- ◆ Practising Artists
- ◆ 3D Visualisation

While a substantial number of candidates do choose to progress to Higher Education an increasing number are successfully gaining employment directly on completion of their course. Those who have progressed into employment or were in employment while studying for the Group Awards confirm the usefulness of the skills they gained on their course to employment prospects.

4 Access to awards

Recommended Access

As with all SQA qualifications, access will be at the discretion of the centre offering the Group Award and the following recommendations are for guidance only.

The following are recommendations regarding minimum levels of interest, skill and competence required by a prospective candidate for entry to the HNC/HND Group Award. They are not exhaustive or mutually exclusive and may be considered in a variety of combinations.

- (a) A strong interest in computer based arts and design and art and design practices and associated skills demonstrated in the presentation of a portfolio of work.
- (b) Ability at SCQF 6 (Higher) level in Art & Design and English (or language based subjects such as Economics, History or Modern Studies, etc would be acceptable), along with three standard grade passes or equivalent.
- (c) An appropriate programme of study at National Qualification level in, Computer Arts and Design, Graphics, Illustration, Digital Design, Digital Media, Portfolio Preparation or other Visual Communication related areas.
- (d) An existing HNC Group Award in order to articulate into the 2nd year of the HND Group Award.
- (e) Qualifications comparable to the above gained from other awarding bodies.
- (f) In the case of mature candidates appropriate prior or experiential learning may also be considered.

Formal academic achievements will not, in themselves, represent adequate entry criteria. A more accurate prediction of candidate attainment may be achieved through appraisal, which includes an element of guidance. This will normally include a formal interview where applicants should demonstrate their artistic and creative ability to SQA Higher level (SCQF level 6) by presenting a portfolio of work. This will enable an appropriate and realistic assessment of suitability for these Group Awards.

Academic staff with experience in course tutorship, counselling, advice and guidance, work placement and post-qualification career monitoring may also carry out a non-academic assessment interview.

This informally structured, adaptive interview process will allow the candidate to form a realistic perception of the Group Award and its demands in terms of workload, content and assessment methods. This will improve retention and allow for earlier career planning and development.

English as an additional language

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

Inclusion

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

5 Award(s) structure

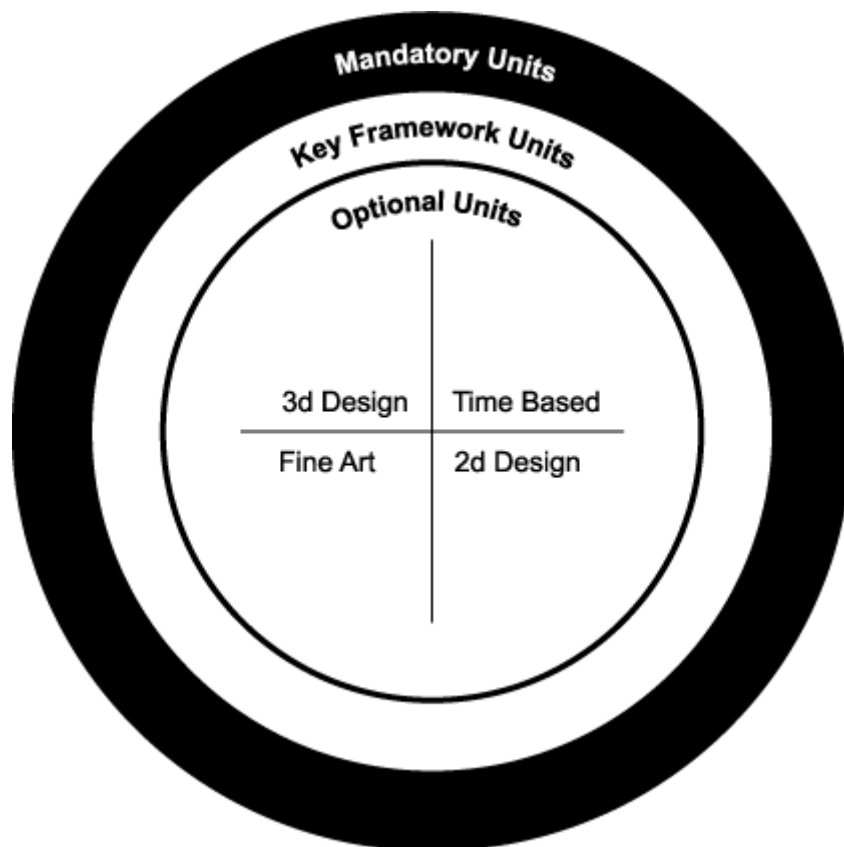
The HNC/HND Group Awards have been assembled from a range of 60 SQA Units which are levelled at both SCQF levels 7 and 8. The Units have been divided into three categories, Mandatory Units, Key Framework Skills and Optional Units.

The Mandatory Units reflect the fundamental skills required for working in art and design and they are intended to provide a foundation on which specialisms can be built. Some of the same group of Mandatory Units are therefore used in all other art and design Awards. All of this knowledge is then assessed and graded through the Graded Unit. (See 5.1.1)

The key framework skills reflect the specific nature of the skills needed to work in Computer Arts and Design. These are script writing skills and the technical and theoretical skills of Computer Arts and Design. For flexibility for the delivering centre the Group Award structure allows a minimum of 4 credits from a total of 7 to be taken.

Optional Units have been selected for further flexibility in the delivery of the Award. This will allow centres to create an individual curriculum, for example, for a course mainly based on 3D Computer Animation or one that encompasses the Web and New Media.

The diagram below explains the interrelationship of the mandatory Units, key framework Units and optional Units.



The structure of the HNC/HND is seen as central to professional development, ensuring the delivery of vital knowledge and skills for anyone entering the profession. Knowledge of professional bodies, areas for employment, health and safety and legal requirements will allow graduates to enter their profession with confidence and maximise their chances of success.

Relationship to other SQA qualifications

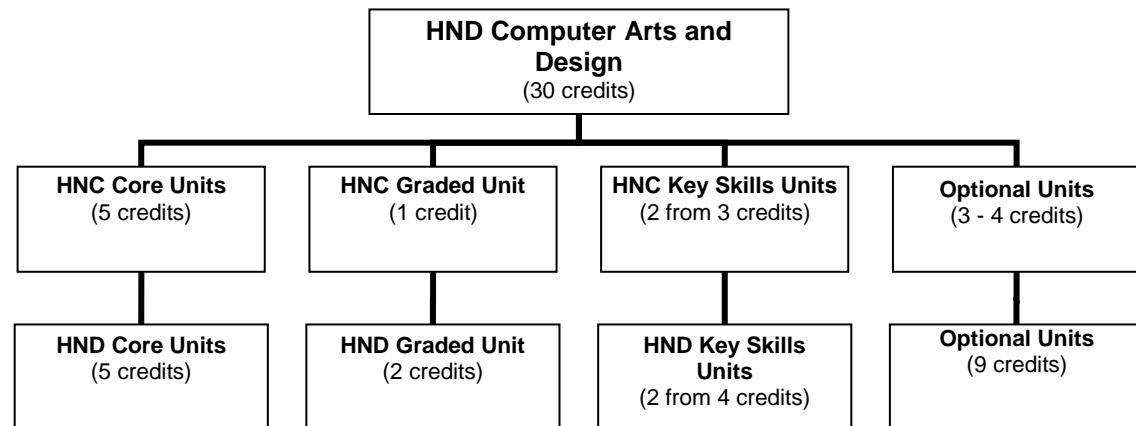
The Scottish Credit and Qualifications Framework (SCQF) has been given due consideration in the design of these Group Awards. This has resulted in the HND being broadly equivalent to the second year of a Scottish degree. All new Units have been allocated an SCQF level; generally the first year HNC/HND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

The HNC/HND Group Award progresses from National Qualification Units at level 6 which are offered in schools and on National Certificate programmes in Further Education, and it articulates to specific degree programmes.

As all centres offering the qualification were either involved in writing the Units or consulted in the review, as were a wide range of stakeholders, the resulting frameworks are genuinely national awards.

5.1 Framework

5.1.1 Structure of HNC/D Computer Arts and Design



Structure of the HNC/D Computer Arts and Design Award

Summary of design principles — HNC/HNDs will have:

SCQF levels and credit points

- ◆ HNCs shall be designed to be at SCQF level 7 and shall comprise 96 SCQF credit points, incorporating at least 48 SCQF credit points at SCQF level 7; in the mandatory section there will be a minimum of 48 SCQF credit points, including the Graded Unit.
- ◆ HNDs shall be designed to be at SCQF level 8 and shall comprise 240 SCQF credit points, incorporating at least 64 SCQF credit points at SCQF level 8; in the mandatory section there will be a minimum of 96 SCQF credit points, including the Graded Units.
- ◆ two Graded Units (8 SCQF credit points at SCQF level 7 for HNC and 16 SCQF credit points at SCQF level 8 for HND) each graded A, B or C.

Core Skills

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

5.1.2 Structure and conditions of award for the HNC/HND Computer Arts and Design

HNC COMPUTER ARTS AND DESIGN Framework — validated January 2006

Mandatory Units: 6 credits needed

Code						Unit title	Credit
D	V	9	6		3 4	Developmental Drawing	1
F	D	6	9		3 4	Digital Imaging*	1
F	D	6	3		3 5	Art and Design Context*	1
H	3	8	0		3 5	Art and Design Project**	1
H	4	A	1		3 4	Creative Industries: An Introduction*	1
D	X	3	K		3 4	Computer Arts and Design: Graded Unit 1	1

Group 1: Optional Units: from 2 to 3 credits needed

Code						Unit title	Credit
H	G	5	9		3 4	Computer Arts and Design: Scriptwriting*	1
H	G	5	7		3 4	Computer Arts and Design: Theory and Practice*	1
H	G	5	8		3 5	Computer Arts and Design: Technologies*	1

Group 2: Optional Units: from 3 to 4 credits needed

Code						Unit title	Credit
H	3	8	5		3 4	Typography: An Introduction**	1
H	G	5	6		3 4	Animation: An Introduction*	1
D	W	9	H		3 4	3D Computer Visualisation	1
D	W	6	C		3 4	Photography : An Introduction	1
H	3	8	3		3 4	Web Design : An Introduction**	1
D	W	9	T		3 4	Materials: Manipulation and Application	1
D	V	9	2		3 4	Printmaking and Producing Print	1
D	V	9	8		3 4	Life Drawing	1
F	D	6	2		3 4	Sculpture: An Introduction*	1
D	W	9	V		3 4	Screen Based Design: An Introduction	1
D	X	2	8		3 4	Video Practice and Theory for New Media	1
H	4	J	N		3 4	Compositing and Motion Graphics*	1
D	V	9	A		3 4	Observational Drawing	1
D	V	9	C		3 4	Portfolio Production	1
D	W	9	R		3 4	Film Theory	1
H	3	1	E		3 5	2D Computer Animation**	2
D	W	9	G		3 4	3D Animation Motion Studies	1
D	7	H	J		3 4	Employment Experience 1	1
H	3	8	6		3 4	Visual Communication: An Introduction**	1
D	W	9	P		3 4	Editing for New Media	1
D	V	5	T		3 4	Art and Design: Creative Process	1
D	X	3	2		3 5	Digital Audio for Artists and Designers	1
H	8	T	2		3 3	Workplace Communication in English*	1
D	E	3	R		3 4	Personal Development Planning	1
F	1	H	0		3 4	Mixed Media Techniques**	1
F	F	3	1		3 4	Creative Arts Project: Development	2
F	F	3	0		3 4	Creative Arts Project: Production	2

**Refer to History of Changes for revision changes.

Group 2: Optional Units: from 3 to 4 credits needed (cont)

Code						Unit title	Credit	
Work Role Effectiveness (Optional): up to 3.0 credits needed								
D	G	6	E		3	4	Work Role Effectiveness (2003)	3
D	G	6	G		3	5	Work Role Effectiveness (2003)	3

HND COMPUTER ARTS AND DESIGN Framework — validated November 2006**Mandatory Units: 12.0 credits needed**

Code						Unit title	Credit	
D	V	9	6		3	4	Developmental Drawing	1
F	D	6	9		3	4	Digital Imaging*	1
F	D	6	3		3	5	Art and Design Context*	1
H	3	8	0		3	5	Art and Design Project**	1
H	4	A	1		3	4	Creative Industries: An Introduction*	1
D	X	3	K		3	4	Computer Arts and Design: Graded Unit 1	1
F	1	E	Y		3	5	Computer Art and Design: Professional Studies	1
F	1	D	6		3	5	Philosophical Aesthetics: An Introduction	1
F	1	D	8		3	5	Art and Design: Advanced Project	2
F	1	H	B		3	5	Computer Arts and Design: Graded Unit 2	2

Options (Mandatory): 18.0 credits needed**Group 1 (Mandatory Key Skill Units): from 4.0 to 7.0 credits needed**

Code						Unit title	Credit	
Selected Units (Optional): from 2.0 to 3.0 credits needed								
H	G	5	9		3	4	Computer Arts and Design: Scriptwriting*	1
H	G	5	7	G	8	5	Computer Arts and Design: Theory and Practice*	1
			h	5			Computer Arts and Design: Technologies*	1
Selected Units (Optional): from 2.0 to 4.0 credits needed								
F	1	G	X		3	5	Art and Design: Group Work	2
F	1	E	C		3	5	Computer Arts and Design: Advanced Software Applications	2

Group 2 (Optional): from 10.0 to 14.0 credits needed

Code						Unit title	Credit	
H	3	8	5		3	4	Typography: An Introduction**	1
D	V	6	9		3	4	Typography	2
H	G	5	6		3	4	Animation: An Introduction*	1
D	W	9	H		3	4	3D Computer Visualisation	1
D	W	6	C		3	4	Photography: An Introduction	1
D	W	9	T		3	4	Materials: Manipulation and Application	1
H	3	8	3		3	4	Web Design: An Introduction**	1
D	V	9	2		3	4	Printmaking and Producing Print	1
D	V	9	8		3	4	Life Drawing	1
F	D	6	2		3	4	Sculpture: An Introduction*	1
D	W	9	V		3	4	Screen Based Design: An Introduction	1
D	X	2	8		3	4	Video Practice and Theory for New Media	1
H	4	J	N		3	4	Compositing and Motion Graphics*	1

**Refer to History of Changes for revision changes.

Group 2 (Optional): from 10.0 to 14.0 credits needed

Code					Unit title		Credit	
D	V	9	A		3	4	Observational Drawing	1
D	V	9	C		3	4	Portfolio Production	1
D	W	9	R		3	4	Film Theory	1
H	3	1	E		3	5	2D Computer Animation**	2
D	W	9	G		3	4	3D Animation Motion Studies	1
D	7	H	J		3	4	Employment Experience 1	1
H	3	8	6		3	4	Visual Communication: An Introduction**	1
D	W	9	P		3	4	Editing for New Media	1
D	V	5	T		3	4	Art and Design: Creative Process	1
D	X	3	2		3	4	Digital Audio for Artists and Designers	1
F	1	F	0		3	5	Film Studies for New Media	1
D	X	3	9		3	5	Life Drawing Portfolio	1
F	1	G	W		3	5	Game Design	2
F	1	H	7		3	5	Illustration Techniques Project	1
F	1	E	D		3	5	Conceptual Sound: Theory and Practice	1
F	1	D	7		3	5	Animation: Character Design	2
F	1	D	9		3	5	Design for Virtual Environments	1
D	X	5	R		3	5	Web Design Project	2
F	1	G	T		3	5	Information Design	1
D	F	6	6		3	4	Multimedia Computing: Audio and Video 1	2
D	F	6	7		3	5	Multimedia Computing: Audio and Video 2	2
F	1	G	V		3	5	3D Computer Animation and Technical Direction: Advanced	2
F	1	G	Y		3	4	Motion Studies	1
F	1	H	3		3	5	Art and Design: Presentation	2
D	X	3	8		3	5	Observational Drawing Portfolio	1
F	1	E	B		3	5	Art and Design: Interactive Media	1
D	X	5	X		3	6	Typography: Advanced	2
F	1	H	2		3	5	Art and Design: Freelance Working Skills	1
H	8	T	2		3	3	Workplace Communication in English**	1
D	E	3	R		3	4	Personal Development Planning	1
F	1	H	0		3	4	Mixed Media Techniques**	1
F	1	C	B		3	5	Exhibition of Contemporary Artform**	1
F	0	M	F		3	5	Art and Design Context: Personal Investigation**	1
F	1	R	9		3	5	Contemporary Art Practice: Digital Media Development**	2
F	D	6	8		3	5	Contemporary Art Practice: Digital Media Production**	2
F	D	6	A		3	5	Mixed Media Development**	2
F	F	3	1		3	4	Creative Arts Project: Development	2
F	F	3	0		3	4	Creative Arts Project: Production	2
Work Role Effectiveness (Optional): up to 3.0 credits needed								
D	G	6	E		3	4	Work Role Effectiveness (2003)	3
D	G	6	G		3	5	Work Role Effectiveness (2003)	3

**Refer to History of Changes for revision changes.

***Addendum — HNC/HND Computer Arts and Design Frameworks.**

The following Units have been revised and recoded for delivery from August 2011.

FD69 34 *Digital Imaging*
 FD63 35 *Art and Design Context*
 FD65 35 *Computer Arts and Design: Theory and Practice*

FD64 35 *Computer Arts and Design: Technologies*
FD62 34 *Sculpture: An Introduction*

The following new Units have been added to the optional section of the frameworks.

FF31 34 *Creative Arts Project: Development*
FF30 34 *Creative Arts Project: Production*

5.1.3 Graded Units

The purpose of the Graded Unit is to assess the candidate's ability to retain and integrate the knowledge and/or skills gained in the mandatory Units; to assess that the candidate has met the principal aims of the Group Award and to grade candidate achievement.

Candidates will undertake one credit Graded Unit at SCQF level 7 for the HNC/first year HND and a two credit Graded Unit at SCQF level 8 for the second year HND.

5.1.4 Type of Graded Unit

The HNC Graded Unit will be a project in the form of a practical assignment. This should take place in the latter part of the course and it is important that candidates have had the opportunity to undertake a substantial amount of their programme of study and it is recommended that the candidate should have completed or be in the process of completing 80% of the award prior to undertaking the Graded Unit. This Unit will cover a range of knowledge/skills achieved through studying the mandatory Units.

The HND Graded Unit will also be a project in the form of a practical assignment and should take place in the latter part of the course.

Centres may use the assessment instruments developed by the Group Award Qualification Design Team. Alternatively, it is proposed that centres wishing to use their own assessment materials may do so after prior verification of materials. An Assessment Exemplar will be available for each Graded Unit to support centres in their delivery of the Graded Unit.

5.1.5 Rationale for Graded Unit Assessments

In the case of Computer Arts and Design the most common method of gaining employment is through attending an interview with the presentation of a portfolio of work. This is also the way in which candidates progress to creative industry and art and design degree programmes in Higher Education Institutes.

The Qualification Design Team felt that the Graded Units would provide an ideal opportunity for candidates to integrate the knowledge and skills gained in the mandatory Units in the form of practical assignments which would contribute substantially to the overall portfolio of work achieved by undertaking the HNC/HND Computer Arts and Design award.

5.2 Mapping information

Core Skills

The achievement of DX3K 34 *Computer Arts and Design: Graded Unit 1* gives automatic certification of Problem Solving at SCQF level 5.

The achievement of F1D6 35 *Philosophical Aesthetics: An Introduction* gives automatic certification of Critical Thinking at SCQF level 6.

The achievement of F1ED 35 *Conceptional Sound: Theory and Practice* gives automatic certification of Critical Thinking at SCQF level 6.

In the remaining Units in the HNC/HND Group Awards Core Skills are not formally assessed.

A candidate completing this award will have developed verbal, written communication skills. Similarly, interaction in a variety of situations will develop social skills such as working with others and problem solving and, through the use of technology; computer skills in ICT will be developed. Competences in these areas are crucial for success.

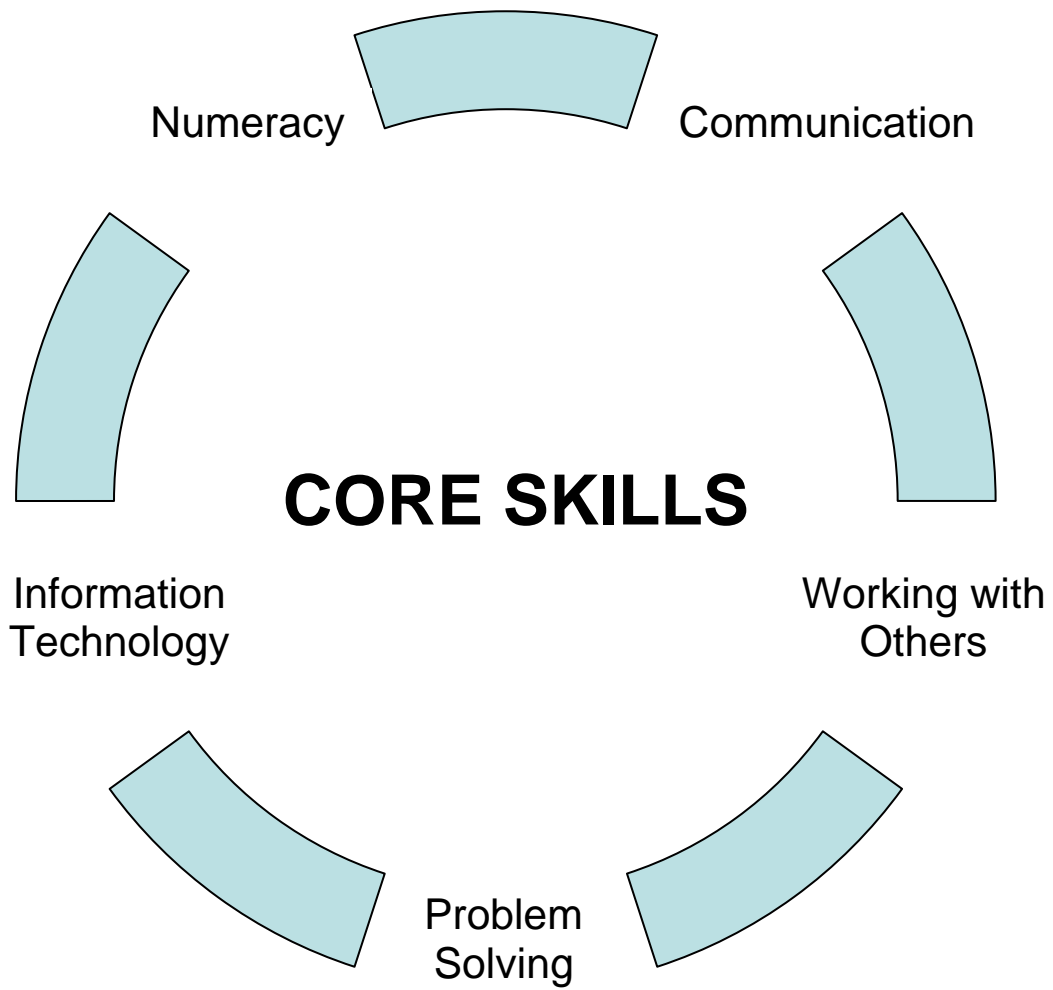
For example, on completion of the Computer Arts and Design HNC/HND Group Award, candidates will have researched, developed and designed creative concepts and will have presented art and design work individually and/or in groups; they will have written essays and reports, taken part in discussions and used technology to record, research and create work.

Core Skills Entry Profile

The five Core Skills recognised by SQA are at levels from Access 3 to Higher (SCQF 3–SCQF 6).

The minimum recommended Core Skill entry profiles for the HNC/D Computer Arts and Design Group Award are:

- ◆ Communication SCQF level 5
- ◆ Information Technology SCQF level 4
- ◆ Numeracy SCQF level 4
- ◆ Problem Solving SCQF level 5
- ◆ Working with Others SCQF level 5



Many candidates will have entry profiles beyond the minimum requirements, and selection interviews will additionally focus on a high level of personal qualities essential to success in the vocational area.

Core Skills Mapping of the Group Award: HNC/HND Computer Arts and Design

The following table shows where Core Skills are signposted with the HNC/HND Mandatory Units and Key Skills within the Computer Arts and Design Award.

Unit No	Unit Name	Written Communication - Reading	Written Communication - Writing	Oral Communication	Using Visual Information	Using Number	Using IT	Problem Solving – Critical Thinking	Problem Solving – Planning and Organising	Problem Solving – Reviewing and Evaluating	Working with Others
DV5R 35	Art and Design Context	X	X	X			X	X	X	X	
DV5W 35	Art and Design Project	X	X	X	X		X	X	X	X	X
DM0V 34	Creative Industries: An Introduction	X	X	X		X	X	X	X	X	X
DV60 34	Digital Imaging	X	X	X			X	X	X	X	
DV96 34	Developmental Drawing			X	X			X	X	X	
DX3K 34	Computer Arts and Design: Graded Unit 1	X	X	X		X	X	E*	E*	E*	X
F1EY 35	Computer Art and Design: Professional Studies	X	X	X		X	X	X	X	X	X
F1D8 35	Philosophical Aesthetics: An Introduction	X	X	X	X		X	E*	X	X	X
F1D8 35	Art and Design: Advanced Project	X	X	X	X		X	X	X	X	X
F1HB 35	Computer Arts and Design: Graded Unit 2	X	X	X		X	X	X	X	X	X
DW9L 34	Computer Arts and Design: Scriptwriting	X	X				X	X	X	X	
DW9N 35	Computer Arts and Design: Theory and Practice	X	X		X		X	X	X	X	
DW9M 35	Computer Arts and Design: Technologies	X	X		X	X	X	X	X	X	
F1GX 35	Art and Design: Group Work	X	X	X	X	X	X	X	X	X	X
F1EC 35	Computer Arts and Design: Advanced Software Applications	X	X	X	X	X	X	X	X	X	

*Core Skill is embedded

The general aims of the Group Award include developing a range of personal and key skills designed to improve creative and critical thinking, self-awareness and employability. Team working, achieving personal targets and time management are attributes essential to success in art and design.

Additional qualities recognised as critical by employers and Higher Education, such as creativity, meeting deadlines, personal management skills, and the ability to learn from other professionals, are not precisely reflected in the SQA Core Skill specifications.

Awareness and development of these skills is incorporated into the Group Award by the requirement for candidates, supported by tutors, to take responsibility for their learning programmes, and to work with a range of others on a variety of projects.

Personal Development Planning (PDP) is highly encouraged within the awards and opportunities exist to undertake a formal Unit within the subject. The Graded Unit also integrates and applies knowledge and skills developed and provide further opportunities for candidates to demonstrate transferable key skills and a high level of achievement.

5.3 Articulation, professional recognition and credit transfer

5.3.1 Articulation

Articulation into degree level programmes has been established with a number of universities across Scotland. The following list of programmes demonstrates the possible routes of progression from the HN Group Awards in Computer Arts and Design.

- BA (Hons) Design: Computer Arts and Designs
- BSc (Hons) Graphic Design
- BSc (Hons) Design for Digital Media
- BDes (Hons) Graphic Design
- BA (Hons) Design: Illustration
- BA (Hons) Design: Animation
- BA (Hons) Animation and Electronic Media
- BA (Hons) Design: Time Based Art
- BSc (Hons) Design for Interactive Media
- BSc (Hons) Interactive Product Design
- BSc (Hons) Computer Arts
- BA (Hons) Applied Graphics Technology with Multimedia
- BA (Hons) Computer Animation and Digital Art
- BA (Hons) Computer Animation and Multimedia
- BA (Hons) Design and Craft — Computer Arts and Designs
- BA (Hons) Design and Craft — Photographic and Electronic Media
- BA (Hons) Multimedia Development
- BA (Hons) Digital Art
- BA (Hons) Digital Art and Animation
- BA (Hons) Interior and Environmental Design
- BA (Hons) Product Design
- BA (Hons) TV and Film
- BA (Hons) Fine Art Printmaking, Painting, Sculpture, Environmental Art
- BSc (Hons) Computer Animation and Digital Art
- BSc (Hons) Animation and Multimedia

The existence of the Scottish Credit Transfer Scheme has facilitated the transfer of credit between SQA qualifications and degrees. This has happened for candidates gaining the current Group Awards. The new SCQF firmly embeds these arrangements into the whole of Scottish educational provision across all educational institutions in Scotland. However, these opportunities are not confined to Scotland but exist throughout the United Kingdom if desired.

There is a continuing need for a qualification in Computer Arts and Design which offers an alternative route for progression to HE institutions while providing a nationally acceptable certificate which can be used in its own right.

Although originally intended for mature candidates these qualifications are now very popular with younger candidates and due to the incremental steps these awards offer, they allow candidates to progress and have their achievements formally recognised at every step by a national qualification. This route is realistic for many adult or younger learners who have 'just missed' entering Higher education straight after school.

They have been taken on a part-time as well as full-time basis and via open learning.

Professional recognition

In the validation process during academic session 2005/2006 over 150 companies were contacted. The following occupational areas accepted the relevance of these awards:

- ◆ Graphic Designers
- ◆ Design Agencies
- ◆ Illustrators
- ◆ Web Designers
- ◆ Multimedia Designers
- ◆ Publishers
- ◆ Animation
- ◆ Games Design Companies
- ◆ Film and TV Production Companies
- ◆ New Media Companies
- ◆ Mobile Content Development
- ◆ Practicing Artists
- ◆ 3D Visualisation

While a substantial number of candidates do choose to progress to Higher Education an increasing number of candidates are successfully gaining employment directly on the completion of their course/s. Those who have progressed into employment or were in employment while studying for the Group Awards confirm the usefulness of the skills they gained on their course to employment prospects.

Credit Transfer Transition Arrangements

Centres should:

- ◆ Agree with candidates which Units within the new HND Group Award structure require to be undertaken to meet the conditions of the new award. This must include the level 8 Graded Unit (16 SCQF Credit Points).
- ◆ Enter or transfer the candidate to the new HND award.

- ◆ Assess the candidate for the remaining Units including the level 8 Graded Unit.
- ◆ Process the results as normal, listing the Units of the new award which have been achieved or credited.

It is anticipated that during the transition period (up to 2008) that some candidates may wish to transfer from an old (1988) design rule HNC (or first part of an HND) into the new HND in Computer Arts and Design. To facilitate this, it has been agreed that such candidates need only achieve the HND Graded Unit of 16 SCQF credit points at level 8, and that they are not required to also achieve the HNC/D Graded Unit of 8 SCQF credit point at level 7.

Implementing Credit Transfer

The following arrangements show an alternative route to certification, which will ONLY be available to candidates who have already completed a 'predecessor' HNC/first year HND and should NOT be offered to any new candidates.

- ◆ Some candidates may wish to achieve an HND and use Units obtained from current-rules HNC/first year HNDs as credit transfer.
- ◆ Centres should use this information to give credit transfer between the Units achieved in the current HNC/First year HND and enter the credit transfer candidates for the Units in this HND.
- ◆ Candidates must, however, satisfy all other conditions of award of these design rules including the mandatory exit Core Skills profile and the right number of credits at the right SCQF level.
- ◆ Core Skills may be achieved through completion of National Units containing Core Skill or by being assessed in the normal way against the Unit specifications in this award, which contain the Core Skill.

6 Approaches to delivery and assessment

In these Group Awards, the aim of the curriculum design is to provide a balance between, and awareness and understanding of, key skills and concepts required by the creative industries and practical and technical skills range for working within an area of Computer Arts and Design.

This balance is intended to develop candidates' ability to identify and apply individual skills and to facilitate these abilities in their chosen specialisation within Computer Arts and Design and creative industries, thereby enhancing future employability and opportunities for progression to Higher Education.

Although centres can choose in what order to teach the Units within the Group Award, it is envisaged that the primary elements of the mandatory level 7 Units are delivered prior to delivering the level 7 Graded Unit and the level 8 mandatory Units are delivered before the level 8 Graded Unit. It is important that these elements of the mandatory Units have been delivered before the Graded Units are assessed, although in some centres some elements of the mandatory Units may be delivered concurrently with the Graded Unit.

The assessment strategy of the SQA Design Principles — to encourage a more holistic approach to assessment — has been adopted in this Group Award. The new HN Unit specification places the emphasis on reducing the assessment load for both candidates and centres by devising assessments that assess the entire Unit or link assessment of Outcomes together. There are also opportunities to integrate some assessments across Units.

Unit specifications detail the exact Evidence Requirements and assessment procedures for each assessment event. Should centres wish to use a different mode of assessment from that recommended they should seek prior verification from SQA. Assessment exemplars will be produced for mandatory Units indicating to centres what is required from the assessment instrument.

6.1 Open Learning

Open Learning may be feasible for some Units and/or Outcomes within some Units in this Group Award. These opportunities are highlighted within the Unit specifications. The great majority of Units and Outcomes are designed, however, to develop practical skills in the presence of a lecturer and/or fellow candidates. Practical work and workshop activities underpin much of the learning, and therefore the opportunities for distance learning are limited. Centres may find it possible to develop open learning methods of delivery for all or parts of some Units, provided all Unit and verification requirements are met in full.

Technological advances may make the possibility of open learning delivery more widespread in the future.

Because of the specialist nature of many of the Units candidates many struggle to gain access to the appropriate facilities in order to undertake many of the Units, hence creating further limitations on distance learning although part-time provision within a college environment is achievable.

For information on normal open learning arrangements, please refer to the SQA document *Assessment and Quality Assurance of Open and Distance Learning* which is available on SQA's website (www.sqa.org.uk).

6.2 Opportunities for Core Skills Development

Market research for the development of the HNC/HND Computer Arts and Design Group Awards indicated that opportunities should be provided to enhance development to Higher level (SCQF level 6) Core Skills in Communication, Working with Others and Problem Solving.

No specific level was recommended for the formal development in the Group Award of Core Skills in Information Technology and Numeracy.

Elements of the advanced numerical, graphical and technological competencies occur frequently throughout the awards and are signposted in the SQA Core Skills framework. Opportunities are provided for candidates to make extensive use of technology in researching information and in producing professional reports. The use of technology in supporting creativity and performance is also substantial throughout the HNC/HND Computer Arts and Design Award.

All practical teaching and learning activities will provide a context for developing and tailoring relevant generic elements of the Core Skills to meet the specific vocational demands of the disciplines within Computer Arts and Design. Candidates will use advanced strategies to work with a range of other people, integrating numeracy through preparing costings and the use of advanced computer graphics, and literacy in the form of reading, verbal communication and evaluative written reports. Critical analysis, performance and evaluation review, with a focus on the continuous problem solving involved in practical project work, are essential activities that will be further demonstrated in the context of the Graded Unit. This will provide a further opportunity to understand, explore and demonstrate a high level of achievement in components of the Core Skills as they relate to future destinations.

Candidates who achieve the HNC/HND Group Award will have opportunities to develop Core Skills to the following levels as a minimum:

- | | |
|--------------------------|-----------------|
| ◆ Communication | SCQF 6 (Higher) |
| ◆ Problem Solving | SCQF 6 (Higher) |
| ◆ Working with Others | SCQF 6 (Higher) |
| ◆ Numeracy | SCQF 6 (Higher) |
| ◆ Information Technology | SCQF 6 (Higher) |

Candidate will also have the opportunity to undertake the Unit ‘Communications: Practical Skills’ — SCQF 7 as part of their HN Award if they wish to gain a formal qualification in communications.

6.3 Assessment Verification

All instruments of assessment used within these Group Awards should be internally moderated including any exemplar material provided using the appropriate policy within the centre and the guidelines set by SQA. This will ensure the validity and reliability of the instruments of assessment used within the centre.

Assessment Exemplars have been produced by the SQA for the mandatory and cluster units. These are available from the SQA’s secure website. The SQA Coordinator in your centre has access to these documents and can download them for you.

Additional resources in the form of Learning and Teaching Packs have been developed by the SQA in the following areas: Computer Arts and Design: Theory and Practice; Typography: An Introduction; Web Design: An Introduction; Observational Drawing; Philosophical Aesthetics: An Introduction.

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

For further information on internal and external verification refer to the SQA document *Guide to Assessment and Quality Assurance for Colleges of Further Education*, which is available on SQA’s website (www.sqa.org.uk).

7 General information for centres

7.1 Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

7.2 Internal and external verification

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

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

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

7.3 Approval

All centres wishing approval to deliver this Group Award must follow SQA approval documentation and submit to SQA. (Refer to *Guide to Approval for Training Providers and Employers* (A0961)).

A centre that is already running an old Group Award should go through their SQA Coordinator who will have all the information of with regards to re-documentation.

8 General information for candidates

The HNC/HND Computer Arts and Design Group Awards have been devised as national awards that will be delivered in Further Education Colleges across Scotland. The awards will supersede all courses currently on offer within areas such as:

- HNC/HND Computer Graphic Design
- HNC/HND Graphic Design and New Media
- HNC/HND Graphic and Digital Design
- HNC/HND 3D Computer Animation
- HNC/HND Animation Production
- HNC/HND Applied Digital Media
- HNC/HND Computer Graphic Design and Production
- HNC/HND Digital Art and Design
- HNC/HND Digital Media

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

The opportunity for specialisation within a specified subject area, such as 3D Computer Animation, Time-based Art, New Media or Games Design, will still be retained within the new awards but the new frameworks also offers the opportunity for more creative collaboration of subjects which will meet with the growing demands of employers and industry. Evidence gathered through market research identifies the support for the restructuring of the existing awards into a stronger and more comprehensive framework which allows for greater areas of integration which will greatly assist candidates in their progression to completion of the award.

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

The achievement of DX3K 34 *Computer Arts and Design: Graded Unit 1* gives automatic certification of Problem Solving at SCQF level 5.

The achievement of F1D6 35 *Philosophical Aesthetics: An Introduction* gives automatic certification of Critical Thinking at SCQF level 6.

The achievement of F1ED 35 *Conceptional Sound: Theory and Practice* gives automatic certification of Critical Thinking at SCQF level 6.

Core Skills will be signposted within the context of each Unit giving candidates the opportunity to achieve a high level of competence in the areas of Communications, Numeracy, Information Technology (IT), Problem Solving and Working with Others, while maintaining a focus on their subject specialism. Maintaining a high level of Core Skills is essential within the awards in order to ensure that candidates are fully prepared, academically, to progress into Higher Education or to gainfully find employment. It is anticipated that the new structure will provide strong pathways of progression for candidates who wish to access Higher Education. This will be in line with the current Scottish Credit and Qualifications Framework (SCQF).

It is also imperative that the new awards continue to meet with the requirements of employers and industry. In recent years the number of candidates leaving at both HNC/D and HND level to embark upon a career as a designer has increased rapidly and therefore the changes within the new framework are a direct response to the developments within the area of Computer Arts and Design.

Career opportunities may include the following:

- ◆ Graphic Designers
- ◆ Design Agencies
- ◆ Illustrators
- ◆ Web Designers
- ◆ Multimedia Designers
- ◆ Publishers
- ◆ Animation

- ◆ Games Design Companies
- ◆ Film and TV Production Companies
- ◆ New Media Companies
- ◆ Mobile Content Development
- ◆ Practicing Artists
- ◆ 3D Visualisation

The breadth of opportunity provided by this Group Award will equip candidates with a broad range of skills. Attainment of the standards will demand the use of a range of study techniques as well as the development of personal skills and attitudes that will be of general value in life and work.

The Group Award is designed, in the first instance, to be delivered as a full time study programme but it has been designed in such a manner as to accommodate part-time delivery and modes of flexible and distance learning.

8.1 Progression Routes and Onward Destinations

In designing the Group Awards, the Qualification Design Team has been fully aware of the need for the qualifications to contain relevant technical and transferable skills to enable immediate entry to employment whilst at the same time allowing articulation to degree programmes.

Some of the onward destinations of former candidates have been:

- ◆ Gray's School of Art, Robert Gordon University
- ◆ Duncan of Jordanstone, Dundee University
- ◆ University of Abertay
- ◆ Edinburgh College of Art, Heriot Watt University
- ◆ Glasgow School of Art, University of Glasgow
- ◆ Caledonian University
- ◆ Strathclyde University
- ◆ University of Paisley
- ◆ Napier University
- ◆ Forth Valley College

Former candidates have also gained employment, within organisations and on a freelance basis in a variety of areas, these include:

Motion Graphics Designer:	Design is Central, Glasgow
Web Designer:	Design is Central, Glasgow
Cultural Co-ordinator:	West Dunbartonshire Council
Project Manager:	Metro Broadcast, London
Multimedia and Web Design:	Digital Art FL, Ayrshire
Sound and Web Design:	National Theater Scotland
Multimedia Design:	BBC Scotland, Glasgow
3D cgi and Film Production:	Double Negative, London
Fine Artist:	Noplex, Glasgow
Multidiscipline Design:	Anonymous Living, Glasgow
Multidiscipline Art and Design:	These Are Ideals, Glasgow
Multidiscipline Art and Design:	Caydnss, Glasgow
Animation and Fine Art:	Mel Zainy, Glasgow
Animator/Graphic Artist:	New Zealand Tourist Board
	Axis Animation, Glasgow

Animation Lecturer:	University of Texas, USA
Animation and Music Video Development:	MTV
Artist in Residence:	HMP Dungavel

8.1.2 Progression Pathways

The revised HN awards have two distinct pathways: to provide candidate with a through and comprehensive education that can led to vocational employment and to offer candidates the opportunity to establish a strong and creative educational foundation from which to further their studies within a degree programme.

Progression to Employment

HNCs and HNDs are normally designed to meet the needs of the occupational sector by developing the knowledge and skills that candidates need in order to gain entry into employment. The feedback and guidance gained form undertaking market research in the employment sector has been of vital importance in the construction of the awards.

Progression to Higher Education

The other main pathway of HNC and HND awards is to provide candidates with the knowledge and skills required for further study in degree programmes. The requirements of candidates who intend to continue with their studies in Higher Education are quite different from those who wish to gain employment. In a subject area such as Computer Arts and Design it is important that candidates are given the opportunity to develop their creativity, innovation and expressive visual language. Market research also identified the importance of contextual studies and essay writing to meet the requirements of Higher Education.

The HNC in Computer Arts and Design forms the first part of the HND award. As the HND in Computer Arts and Design has many optional paths, it is important to identify the most appropriate Units of study that a candidate can take through the awards in order that the focus of their studies in will achieve successful progression in their chosen pathway.

9 Glossary of terms

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

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

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

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

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

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

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

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

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

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

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