



**Arrangements for:**  
**HNC Visual Communication**

**Group Award Code: GG3E 15**

**HND Visual Communication**

**Group Award Code: GG3F 16**

**Validation date: March 2013**

**Date of original publication: May 2013**

**Version: 09 (June 2022)**

## **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
09	<b>Addition of Optional Unit:</b> Animation: An Introduction (HG56 34) added to the optional section of the framework GG3E 15. (HNC framework)	10/06/22
08	<b>Revision of Unit:</b> H37V 35 Photography: Advanced Image Editing (finish date 31/07/2022) has been replaced by J569 35 Photography: Advanced Image Editing (01/08/2020) for the HND framework only.	18/12/20
07	<b>Optional Unit:</b> FITY 35 Digital Media project has been added to the optional section the HND Framework only	30/08/19
06	<b>Revision to Unit:</b> DV0M 34 Work Experience has been replaced by HJ4W 34 Work Placement and will finish on 31/07/2019.	30/03/17
05	<b>Revision on Unit:</b> DW9J 34 Animation: An Introduction has been replaced by HG56 34 for the HND framework only and will finish 31/07/2019	18/10/16
04	<b>Optional Unit:</b> H4JN 34 Compositing and Motion Graphics and F1TF 35 Compositing and Motion Graphics Advanced have been added as optional units to the HND Framework.	13/04/15
03	<b>Optional Unit:</b> DW9J 34 Animation: An Introduction has been added as an optional unit to the HND Framework.	16/02/15
02	<b>Revision to Unit:</b> D77G 34 <i>Communication: Practical Skill</i> revised by H7MB 34 finishing 31/07/2016. <i>Art and Design Context: Personal Investigation</i> (F0MF 35) added as an optional Unit to HND framework.	06/11/14

# Contents

1	Introduction .....	1
2	Rationale for the revision of the Group Awards .....	1
2.1	Rationale for change.....	1
2.2	Market research and consultation .....	3
2.2.1	Consultation process.....	3
2.2.2	Feedback from consultation .....	3
2.2.3	Revised HN Visual Communication.....	4
3	Aims of the Group Awards.....	4
3.1	General aims of the Group Awards .....	5
3.2	Specific aims of the Group Awards .....	5
3.3	Target groups .....	7
3.4	Employment opportunities .....	7
3.5	Articulation with degree programme .....	8
4	Access to the Group Awards .....	8
4.1	Recommended access .....	8
4.2	Core Skills entry profiles .....	10
5	Group Awards structure .....	11
5.1	Framework.....	12
5.1.1	Structure of HNC Visual Communication.....	12
5.1.2	Structure of HND Visual Communication.....	14
5.2	Mapping information .....	17
5.2.1	Graded Units.....	17
5.2.2	Type of Graded Unit.....	17
5.2.3	Rationale for Graded Unit assessments .....	20
5.3	Articulation, professional recognition and credit transfer .....	21
5.3.1	Articulation to higher education .....	21
5.3.2	Progression to employment.....	22
5.3.3	Credit transfer arrangements.....	22
6	Approaches to delivery and assessment .....	23
6.1	Open learning.....	23
6.2	Opportunities for Core Skills development .....	24
6.3	Assessment verification .....	25
7	General information for centres .....	25
7.1	Disabled candidates and/or those with additional support needs .....	25
7.2	Internal and external verification .....	25
7.3	Approval .....	25
8	General information for candidates.....	26
8.1	Progression pathways .....	27
8.1.1	Progression to employment.....	27
8.1.2	Progression to higher education.....	28
9	Glossary of terms .....	30
10	Appendix .....	30
	Appendix: Core Skills Mapping of the Group Award: HNC/HND Visual Communication .....	30
	Appendix.....	31

# 1 Introduction

This is the Arrangement Document for the revised Higher National Certificate (HNC) and Higher National Diploma (HND) in Visual Communication. This document includes: background information on the original development of and latest revisions to the qualifications, aims, guidance on access, details of the structure, and guidance on delivery.

These revised qualifications are presented to meet the challenges of the design industry in the 21st century. They are designed to meet employers' and candidates' expressed needs and priorities. They will develop practical creative competences within the discipline of Visual Communication, along with appropriate technical skills through in-depth study of the current design industry.

The Higher National Diploma further develops the knowledge, skills and competencies of the Higher National Certificate, whilst focusing on specific aspects of the industry; in terms of preparing candidates for roles that require creativity, creative thinking, critical analysis, planning, and reflection. The HND demands a high level of self-management and responsibility for action, which is distinct from the HNC.

Candidates undertaking the Higher National Certificate or Higher National Diploma in Visual Communication 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 technology. In addition, candidates will undertake and present credible research in areas of practice offering potential future employment.

These qualifications provide an opportunity for candidates to prepare themselves for a career within the creative industries, for example, as a designer. They equip those seeking such a career with a rigorous and relevant educational experience to enhance their aims and career goals. These qualifications also give a solid foundation from which candidates could progress to further study, eg a degree level course.

## 2 Rationale for the revision of the Group Awards

### 2.1 Rationale for change

In recent years the number of candidates exiting Visual Communication qualifications at HNC and HND level to embark upon a career as a designer has increased rapidly; changes within the new frameworks are a direct response to the advancements within the field of visual communication. The revised HN qualifications have two distinct pathways: to provide candidates with a thorough and comprehensive education that can lead 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.

The demand for courses within the areas of graphic design, illustration and new media has maintained its popularity.

There is evidence to suggest that arts and entertainment and media are among the sectors likely to provide the greatest increase in employment opportunities over the next decade. Recent work on the scale of the arts and creative industries sector in Scotland supports this. *An Economic Contribution Study: An Approach to the Economic Assessment of the Arts and Creative Industries in Scotland* commissioned by Creative Scotland and Scottish Enterprise has stated that the sector is worth £3.2 billion to the country's economy. This is of greater value than life sciences, worth £3.1 billion and not far behind tourism, on £4 billion. The financial services industry is thought to contribute some £7 billion. The study estimates that the arts also generate an additional £3 billion in the benefits to various businesses that supply and service the cultural sector.

As a key sector creative industries boost innovation, productivity and employment, and it is vital that centres are fully engaged with relevant sectors and work with businesses to produce the skills, knowledge, design and innovation needed to be world class.

The Higher National Certificate and Higher National Diploma in Visual Communication, originally validated in 2005/6, were revised with regard to changes within both technology and employer expectation. This has led to the inclusion of new Units and the revision of existing Units within the qualifications to reflect changes within the industry, and to offer flexibility in design and delivery.

The mandatory Units within the qualifications share a great deal of commonality with:

- ◆ Higher National Certificate/Higher National Diploma in Computer Arts and Design
- ◆ Higher National Certificate/Higher National Diploma in 3D Design
- ◆ Higher National Certificate/Higher National Diploma in Art and Design
- ◆ Higher National Certificate/Higher National Diploma in Contemporary Art Practice

There is a growing need for designers and professionals with creative skills to exemplify the ability to develop entrepreneurial skills, as well as 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 design market it is essential that designers 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 visual communication. The HNC and 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 the subject areas within the award. There are two new Units with an emphasis on professional practice; both Units have been written specifically for Art and Design specialisms.

The awards offer four key routes of specialism within them which are supported by a substantial group of optional subjects which will complement the candidate's development within their chosen area of focus. This approach ensures that the Group Award has a greater deal of flexibility.

## **2.2 Market research and consultation**

### **2.2.1 Consultation process**

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

This consultation involved:

- ◆ colleges reviewing the current HNs in Graphic Design, Illustration, New Media
- ◆ employers and industry bodies in the field of visual communication
- ◆ candidates who had recently completed a Higher National Award
- ◆ higher education institutions to which successful candidates could articulate

### **2.2.2 Feedback from consultation**

The consultation confirmed the success of the awards and the frameworks to candidates entering the profession of 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 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.

Outdated subject areas were removed from consideration within the framework, and a small number of Units in relevant subject areas were identified as being in need of either major or minor revision; many of the restrictive quantitative statements were removed.

The revised HNC and HND reflect the skills most in demand for designers in the creative industries today. For example, graphic designers working in the contemporary design industry must have an understanding of the business issues that may affect their success; this includes knowledge concerning areas such as copyright, promotion and marketing. They must also be able to understand technology, and production processes, ie for both print and screen-based design and ICT.

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

### 2.2.3 Revised HN Visual Communication

Two of the new mandatory Units address the creative industries directly; these are *Working in the Field of Visual Communication* (SCQF level 7) and *Preparing for a Role in the Field of Visual Communication* (SCQF level 8) (Mandatory Unit in HND only).

The Units, *Creative Industries: An Introduction* and *Working in the Creative Industries* have been removed from the HNC and HND Visual Communication frameworks, as they were originally written in a generic manner; it was deemed appropriate that the Units should be more aligned to an Art and Design specialism.

The mandatory Unit, *Visual Communication: An Introduction*, and the optional Unit, *Typography: An Introduction*, have been revised to simplify the content.

New optional Units have been written to cover areas where it was felt the award lacked breadth. *Experimental Illustration*, *Visual Communication: Social Media* and *Visual Communication: Sustainable Design*.

Minor revisions were made to the Units, *Art and Design Project*, *Art and Design: Desktop Publishing and Layout*, *Web Design: An Introduction*, *2D Computer Animation* and *Creative Project for Artists and Designers*. These revisions resulted in many of the restrictive quantitative statements being removed.

The optional Units, *Photography: Image Editing* and *Photography: Advanced Image Editing* replace *Photography: Image Editing 1* and *Photography: Image Editing 2* respectively; these revisions were made in respect of revisions to the HNC/HND Photography Awards.

## 3 Aims of the Group Awards

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.

Practical skills are developed in the vast majority of individual Units, most of which require a final demonstration of skills before 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.

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, whilst 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 awards have therefore been designed to reflect the diversity of the jobs market by integrating skills in each of the Graded Units. In the HNC 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. In the HND Graded Unit the same approach applies regarding potential employment/progression. The assessment of the Graded Unit 2 will be in the creation and presentation of design work appropriate to the requirements of a specified design brief. Candidates will also give verbal and written analysis and justification for their design solutions.

### **3.1 General aims of the Group Awards**

The HNC/HND Group Award has a range of general aims as well as some specific aims. These general aims are to:

- ◆ develop communication and interpersonal skills
- ◆ develop candidates' skills as either, graphic designers, illustrators, new media designers or creative personnel
- ◆ develop self-presentation skills
- ◆ develop self-evaluative skills, enabling professional development
- ◆ develop analytical skills
- ◆ develop the ability to work independently and as part of a team
- ◆ develop self-assurance and the confidence to perform to potential
- ◆ develop professional attitudes
- ◆ enhance employment prospects and/or facilitate progression to higher education
- ◆ enable progress within the Scottish Credit Qualification Framework (SCQF)

### **3.2 Specific aims of the Group Awards**

The aims of the HNC and HND in Visual Communication are to develop the following areas of skills and knowledge:

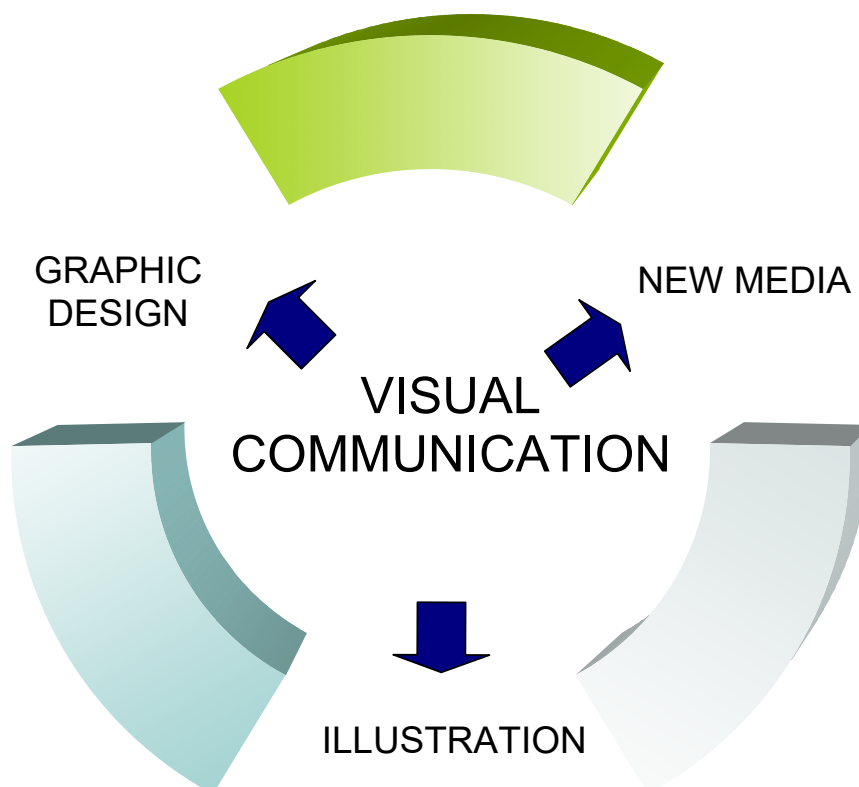
- ◆ an ability to analyse and synthesise knowledge and skills acquired through study
- ◆ an ability to develop study, organisational and research skills
- ◆ an ability to develop innovation, originality and creativity
- ◆ to build proficiency in time management and professional practice and promote accuracy 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 visual communication 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 visual communication industry
- ◆ an ability to develop personal skills and follow creative industry protocol

Other key aims are to:

- ◆ prepare candidates for interview for employment
- ◆ prepare candidates for progression to higher education
- ◆ develop self-assurance and confidence and to meet the needs of the labour market

Centres may wish to select optional Units within specialist subject areas that will allow candidates to have a main area of focus and expertise, for example, Graphic Design, New Media and Illustration — Figure 1.



This would give candidates the opportunity to gain extremely advanced skills within a visual communication specialism which may strongly enhance the candidate's prospects of successful progression into both employment and higher education. Candidates should be encouraged to evaluate, research, develop and contextualise their concepts and designs in response to their chosen area.

Other subject-related aims are to:

- ◆ develop an understanding of the influence and contribution made by visual communication within the 20<sup>th</sup> and 21<sup>st</sup> centuries
- ◆ develop knowledge and understanding in at least three disciplines within visual communication
- ◆ develop an understanding of interdisciplinary connections between the various subject areas within visual communication
- ◆ demonstrate that by combining perspectives from more than one subject, particular themes can be examined, explained and thereby understood in a more comprehensive manner
- ◆ develop an open-minded, critical and evaluative approach to study
- ◆ develop investigation and research skills
- ◆ gain knowledge and understanding of different research methods
- ◆ gain knowledge of competing views, perspectives, theories and evidence from a variety of subjects to enable the candidate to adopt as comprehensive an approach as possible

Having experience of different subjects within the context of visual communication 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.

### **3.3 Target groups**

The Group Awards are designed for those who wish to pursue a career within one of the key areas of visual communication and who seek the relevant training in ancillary subjects. The HNC/HND Awards are 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. These awards are also appropriate for candidates who may be school leavers, adult returning to education and/or adults in employment who wish to enhance their career prospects.

### **3.4 Employment opportunities**

The awards provide the skills and knowledge demanded of a modern work environment. The following occupational areas accepted the relevance of these awards and stated that candidates who gained an HNC or HND in Visual Communication could successfully progress into employment.

- ◆ Graphic Designers
- ◆ Design Agencies

- ◆ Illustrators
- ◆ Web Designers
- ◆ Multimedia Designers
- ◆ Social Media Managers
- ◆ Commercial Printers
- ◆ Publishers
- ◆ Computer Animation Companies
- ◆ Game Design Companies

The mandatory Units and large variety of optional Units ensure provision can be made to match employer demand.

### **3.5 Articulation with degree programme**

An HND Award can lead to articulation into year 3 of a degree programme but this is at the discretion of each university and is based on the portfolio evidence presented by the individual candidate at interview. Articulation to year 2 of a degree programme with an HN Award is also a popular route of progression.

## **4 Access to the Group Awards**

### **4.1 Recommended access**

Access will be at the discretion of the centre however, given the demands of the Course, it is recommended that candidates demonstrate competence in one of the following:

- ◆ SQA National Units and Courses in relevant areas at Higher level
- ◆ GCSE 'A' level in Art and Design related subjects and other relevant GCE Awards

Existing Art and Design Courses, however, 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.

The design of the awards offers articulation and progression with:

#### **Secondary education**

- ◆ SQA National Units and Courses in appropriate subjects at Higher level
- ◆ GSVQ (level 3) Art and Design or other appropriate awards
- ◆ specialisms appropriate to the HNC/HND Visual Communication evidenced by appropriate qualifications

#### **Further education**

- ◆ SQA National Units and Courses in appropriate subjects at Higher level
- ◆ GSVQ (level 3) Art and Design or other appropriate awards
- ◆ GCSE 'A' levels in appropriate subjects
- ◆ specialisms appropriate to HNC/HND Visual Communication evidenced by appropriate qualifications

As with all SQA qualifications, access will be at the discretion of the centre offering the Group Awards 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 Group Award or the first year of the two year HND Award:

- ◆ a strong interest in visual communication and art and design practices and associated skills demonstrated in the presentation of a portfolio of work
- ◆ applicants should demonstrate ability to SCQF level 6 (Higher) in Art and Design and English (or language-based subject such as Economics, History or Modern Studies, etc would be acceptable) along with three Standard Grade passes or equivalent
- ◆ an appropriate programme of study at National Qualification level in Graphics, Illustration, Digital Design, Digital Media, Portfolio Preparation or other Visual Communication related areas
- ◆ an existing HNC Group Award in order to articulate into the second year of the HND Group Award
- ◆ qualifications comparable to the above gained from other awarding bodies
- ◆ mature candidates may bring other qualities and qualifications, which may be appropriate. Prior or experiential learning may also be considered appropriate in some circumstances.

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 by presenting a portfolio of work. This sort of contact will enable an appropriate and realistic assessment of suitability for this Group Award. For example, an applicant may apply and be interviewed. During the interview it becomes apparent to the interviewer that the skills and interests of this particular applicant are more suited to computer arts with a focus on multimedia and web production. In this scenario the applicant will be guided to and informed of this option.

Academic staff with experience in course tutorship, student 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.

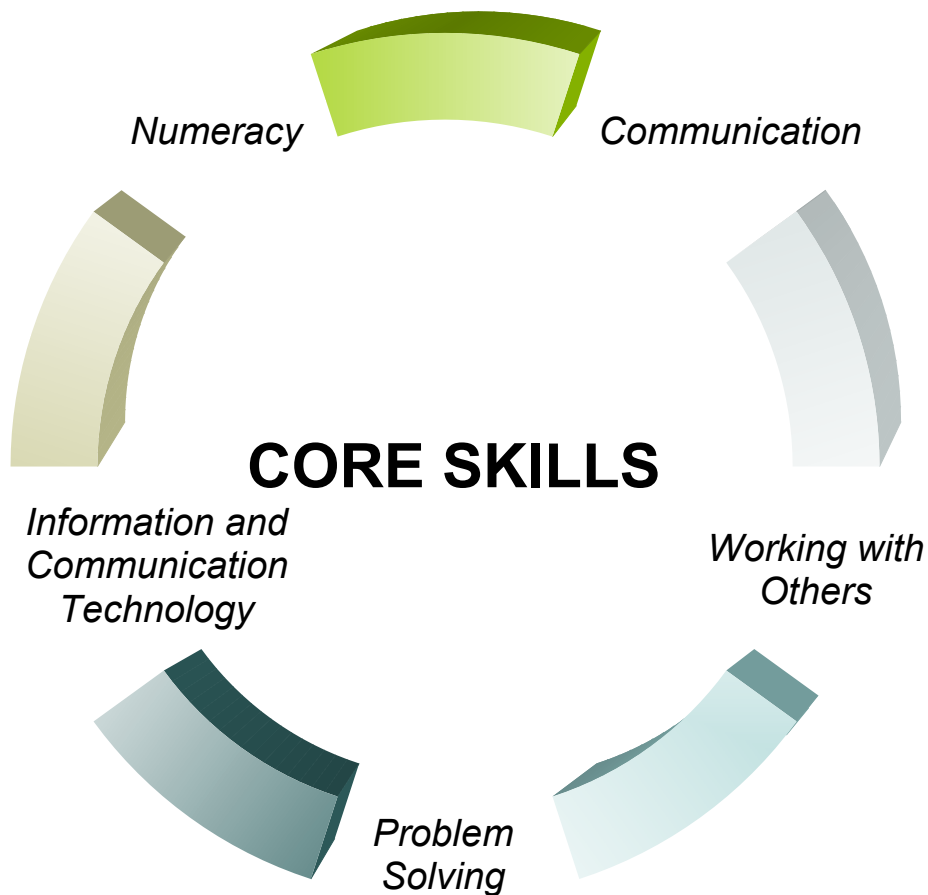
Entry into the HND will nearly always be through the HNC, but centres may wish to consider Accreditation of Prior Learning where appropriate. Candidates are required to achieve the 12 credits required of the HNC Award before progressing to the HND Award. Candidates should also have attained the recommended Core Skills entry profiles before undertaking the awards.

## 4.2 Core Skills entry profiles

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

The minimum recommended Core Skill entry profiles for the HNC/HND in Visual Communication are:

- |   |              |
|---|--------------|
| ◆ <i>Communication</i>                            | SCQF level 5 |
| ◆ <i>Information and Communication Technology</i> | SCQF level 4 |
| ◆ <i>Numeracy</i>                                 | SCQF level 4 |
| ◆ <i>Problem Solving</i>                          | SCQF level 5 |
| ◆ <i>Working with Others</i>                      | SCQF level 5 |



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 the creative industries.

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 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 also highly encouraged within the awards and opportunities exist to undertake a formal Unit within the subject. The Graded Units also integrate and apply knowledge and skills developed and provide further opportunities for candidates to demonstrate transferable key skills and a high level of achievement.

## **5 Group Awards structure**

Candidates will learn about the development of the creative industries in *Working in the Field of Visual Communication*, the type of businesses that constitute these industries, their role and characteristics. In *Preparing for a Role in the Field of Visual Communication*, candidates will analyse the skills that are required for entry to and the commercial and legal considerations of these industries. They will then create a strategy for personal career development. This will be the basis for general personal development and will underpin studies throughout the Group Awards.

Legal issues concerned with copyright, contracts and health and safety are central features of the creative industries; ownership of intellectual property is key to understanding how these industries work. Insofar as the visual communication industries are concerned, legal safeguards are required to be in place to protect the products of these industries — people, their designs, artwork or creativity. Therefore, it is important for anyone entering these industries to have a broad understanding of the issues and why they are important, whether it is a graphic designer, illustrator or multimedia designer. These Units will give the candidate that broad knowledge.

The mandatory Units reflect the importance of an understanding of the creative industries as well as the skills necessary for anyone working professionally in this field. The study therefore focuses on this knowledge and stresses the importance of the skills essential to those entering the profession.

There are six credits within the mandatory section of the HNC in Visual Communication. A further six credits are required from the extensive range of optional Units for the candidate to gain the remaining credits for the award.

The HND has 12 credits within the mandatory section. A further 18 credits are required from the extensive range of optional Units for the candidate to gain the remaining credits for the award.

Within the HND there are nine Units within the optional Unit section that are SCQF level 9. While an HND is recognised in its totality as being a level 8 Award and HNC as being a level 7 Award, there is scope for the delivery of both level 6 and level 9 Units within the Awards. The level 9 Units have been included in order to give candidates the opportunity to focus their studies to a very high level of expertise. It is also felt that they will give candidates who plan to progress to higher education a stronger pathway of transition onto a degree level course. It is anticipated that a candidate would undertake only one level 9 Unit and certainly no more than two. The inclusion of advanced Units within the award would always be at the discretion of the delivering centre.

The structure of the HNC/HND is seen as central for 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.

## 5.1 Framework

### 5.1.1 Structure of HNC Visual Communication

#### Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Visual Communication: An Introduction	H386 34	8	7	1
Art and Design Project	H380 35	8	7	1
Digital Imaging	FD69 34	8	7	1
Working in the Field of Visual Communication	H389 34	8	7	1
Art and Design Context	FD63 35	8	7	1
Visual Communication: Graded Unit 1	FA6E 34	8	7	1

All of the above Units must be undertaken = **6 credits**



## Optional Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Typography	DV69 34	16	7	2
Graphic Design	DV62 34	16	7	2
Developmental Drawing	DV96 34	8	7	1
Mixed Media	DV67 34	8	7	1
Illustration	DV64 34	16	7	2
Web Design	DV6C 35	16	8	2
New Media	DV68 34	16	7	2
Visual Communication: Social Media	H387 34	8	7	1
Visual Communication: Sustainable Design	H388 34	8	7	1
Animation: An Introduction	HG56 34*	8	7	1
Experimental Illustration	H384 34	8	7	1
2D Computer Animation	H31E 35	16	8	2
3D Computer Animation	DV94 35	16	8	2
Art and Design Desktop Publishing and Layout	H382 34	8	7	1
Art and Design Creative Process	DV5T 34	8	7	1
Communication: Practical Skills	H7MB 34*	8	7	1
Employment Experience 1	D7HJ 34	8	7	1
Graphic Design: Three Dimensional	DV97 34	8	7	1
Graphic Production for Commercial Printing	DV63 34	8	7	1
Life Drawing	DV98 34	8	7	1
Observational Drawing	DV9A 34	8	7	1
Personal Development Planning	DE3R 34	8	7	1
Photography: An Introduction	DW6C 34	8	7	1
Portfolio Production	DV9C 34	8	7	1
Printmaking and Producing Print	DV92 34	8	7	1
Specialist Illustration	DV93 34	8	7	1
Typography: An Introduction	H385 34	8	7	1
Web Design: An Introduction	H383 34	8	8	1
Work Placement	HJ4W 34*	8	6	1

\*Refer to History of Changes for revision changes.

## 5.1.2 Structure of HND Visual Communication

### Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Visual Communication: An Introduction	H386 34	8	7	1
Digital Imaging	FD69 34	8	7	1
Art and Design Context	FD63 35	8	7	1
Art and Design Project	H380 35	8	7	1
Working in the Field of Visual Communication	H389 34	8	7	1
Visual Communication: Graded Unit 1	FA6E 34	8	7	1
Digital Imaging Project	DX33 35	8	8	1
Creative Project for Artists and Designers	DX2Y 35	8	8	1
Design Production	DX30 35	8	8	1
Preparing for a Role in the Field of Visual Communication	H38A 35	8	8	1
Visual Communication: Graded Unit 2	F0H9 35	8	8	2

All of the above Units must be undertaken = **12 credits**

### Optional Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Visual Communication: Social Media	H387 34	8	7	1
Visual Communication: Sustainable Design	H388 34	8	7	1
Typography: An Introduction	H385 34	8	7	1
Typography	DV69 34	16	7	2
Typography Project	DX3C 35	16	8	2
Graphic Design	DV62 34	16	7	2
Graphic Design Project	DX36 35	16	8	2
Developmental Drawing	DV96 34	8	7	1
Mixed Media	DV67 34	8	7	1
Illustration	DV64 34	16	7	2

### Optional Units (cont)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Experimental Illustration	H384 34	8	7	1
Illustration Project	DX5N 35	16	8	2
Illustration: Advanced	DX5D 36	16	9	2
Developmental Drawing Portfolio	DX31 35	8	8	1
Mixed Media Portfolio	DX5J 35	8	8	1
Web Design	DV6C 35	16	8	2
New Media	DV68 34	16	7	2
Web Design Project	DX5R 35	16	8	2
New Media Project	DX68 35	16	8	2
2D Computer Animation	H31E 35	16	8	2
2D Computer Animation for Visual Communication: Advanced	DX3D 36	16	9	2
3D Computer Animation	DV94 34	16	8	2
3D Computer Animation for Visual Communication: Advanced	DX3E 36	16	9	2
Advanced Bitmap Graphics for Creative Multimedia Design	DE2P 35	16	8	2
Advanced Vector Graphics for Creative Multimedia Design	DE2R 35	16	8	2
Art and Design Desktop Publishing and Layout	H382 34	8	7	1
Art and Design Desktop Publishing and Layout Project	DX3F 35	16	8	2
Art and Design Creative Process	DV5T 34	8	7	1
Communication: Practical Skills	H7MB 34*	8	7	1
Art and Design Context: Personal Investigation	F0MF 35*	8	8	1
Client Initiated Design Project	DX3G 35	8	8	1
Digital Audio for Artists and Designers	DX32 35	8	8	1
Digital Video for Artists and Designers	DX34 35	8	8	1
Graphic Design — Three Dimensional	DV97 34	8	7	1
Graphic Design — Three Dimensional	DV97 34	8	7	1
Graphic Design — Three Dimensional Project	DX3A 35	8	8	1

\*Refer to History of Changes for revision changes.

### Optional Units (cont)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Graphic Design — Three Dimensional: Advanced	DX37 36	16	9	2
Graphic Design: Advanced	DX35 36	16	9	2
Graphic Production for Commercial Printing	DV63 34	8	7	1
Graphic Production for Print: Advanced	DX5L 36	16	9	2
Information Graphics: Advanced	DX5C 36	16	9	2
Life Drawing	DV98 34	8	7	1
Life Drawing Portfolio	DX39 35	8	8	1
New Media: Advanced	DX58 36	16	9	2
Observational Drawing	DV9A 34	8	7	1
Observational Drawing Portfolio	DX38 35	8	8	1
Personal Development Planning	DE3R 34	8	7	1
Photography: An Introduction	DW6C 34	8	7	1
Photography: Image Editing	H37X 34	8	7	1
Photography: Advanced Image Editing	J569 35*	8	8	1
Photography: Advertising	DW7V 35	16	8	2
Portfolio Production	DV9C 34	8	7	1
Printmaking and Producing Print	DV92 34	8	7	1
Printmaking in Multiple Layers	DX64 35	8	8	1
Printmaking: Advanced	DX66 36	16	9	2
Scientific Illustration Project	DX62 35	8	8	1
Specialist Illustration	DV93 34	8	7	1
Web Design: An Introduction	H383 34	8	8	1
Work Placement	HJ4W 34*	8	7	1
Creative Arts Project: Development	FF31 34	8	7	2
Creative Arts Project: Production	FF30 34	8	7	2
Employment: Experience 1	D7HJ 34	8	7	1
Employment: Experience 2	D77H 34	8	7	1
Animation: An Introduction	HG56 34*	8	7	1
Compositing and Motion Graphics	H4JN 34	8	7	1
Compositing and Motion Graphics Advanced	F1TF 35	8	8	1

Digital Media Project	FITY 35*	16	8	2
-----------------------	----------	----	---	---

Nine Units at SCQF level 9 have been included within the optional Units. These Units have been written in order to offer candidates the opportunity to focus their chosen area of specialism to a higher level of complexity and creative conceptuality.

The opportunity for candidates to study at an advanced level within the HND Award encourages a stronger progression to higher education and may also make the transition from further education to higher education much smoother for the candidates involved.

It is recommended that candidates only undertake one SCQF level 9 Unit due to the advanced level of study that is required.

## 5.2 Mapping information

### Core Skills

Core Skills are not formally assessed in the HNC/HND Group Award, however, a candidate completing this award will have developed verbal, written and visual communication to a high level. 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 *Information and Communication Technology* (ICT) will be developed. Competences in these areas are crucial for success.

For example, on completion of the Visual Communication HNC/HND Group Award, candidates will have researched, developed and designed creative concepts and will have presented client visual artwork individually and/or in groups; they will have written essays and reports, taken part in discussions and used technology to record, research and present work (*see Appendix*).

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

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

### 5.2.1 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 the candidate's achievement.

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

### 5.2.2 Type of Graded Unit

### ***Graded Unit 1***

The SCQF level 7 Graded Unit is a project in the form of a practical assignment. This should be delivered in the latter part of the academic year. This Unit will cover a range of knowledge/skills achieved through studying the mandatory Units.

In Graded Unit 1 candidates will research and develop concepts for a specified client brief. Candidates will be asked to select their strongest concept which is most appropriate to the design brief and develop it through to a finished design solution, culminating in the creation of client visual artwork. The work and ability necessary to undertake this assignment will combine the knowledge and skills acquired throughout the HNC/first year of the HND Visual Communication Group Award. Candidates will identify the requirements essential to create design work for a client presentation. They will employ skills developed through a combination of the mandatory Units from this Group Award. Candidates will also submit a written evaluation of the design work and the process undertaken in order to create the final design solution.

### ***Graded Unit 2***

The SCQF level 8 Graded Unit is also a project in the form of a practical assignment. This should be presented to candidates at the latter part of the second year so that the outcome of this Unit fully reflects the ability of the candidates, having undertaken the awards. This Unit will again cover a range of knowledge/skills achieved through studying the mandatory Units.

The Graded Unit 2 will give candidates the opportunity to synthesise knowledge and skills acquired throughout the second year Units of the HND Visual Communication Group Award. They will employ skills developed through a combination of the mandatory Units from this Group Award. Candidates will work to a specified design brief which will require them to work with a variety of skills: creative, research, development, presentation and written, which they will have developed in a holistic manner while undertaking the awards.

The assessment of the Graded Unit 2 will be in the creation and presentation of design work appropriate to the requirements of a specified design brief. Candidates will also give verbal and written analysis and justification for their design solutions.

Each candidate must provide his or her individual written responses to the practical assignment, and assessors must be satisfied that the work has been completed by the individual candidate. This should be presented in the form of a structured logbook in the first stage and in the form of a written report for the latter stage.

**Centres should supplement the written evidence with oral evidence obtained from each candidate, which should be recorded on a high quality format and kept as evidence for external verification.**

### 5.2.3 Rationale for Graded Unit assessments

Within the creative industries the most common method of gaining employment as a designer is through an interview and the presentation of a portfolio of work. It is essential therefore to have the ability to demonstrate knowledge of, and skills in, the techniques associated with the creation of client visual artwork. This may relate to the use of computer applications and ICT and therefore candidates should have knowledge of hardware and software where appropriate. This demonstration of skills is the most common method of gaining employment as for example, a graphic designer or web designer. This is generally also the case in progressing to higher education to study creative industries programmes.

The Graded Units provide an ideal opportunity for candidates to integrate the knowledge and skills gained in the mandatory Units, and focus on them within their own chosen area of specialism. The first year Graded Unit is in the form of a practical assignment involving the candidate working to a client brief. The second year Graded Unit is also in the form of a practical assignment. The assessment of the Graded Unit 2 will be in the creation and presentation of design work appropriate to the requirements of a specified design brief. Candidates will also give verbal and written analysis and justification for their design solutions. This approach demonstrates a clear articulation between Graded Units because the specific client brief at HNC level requires candidates to undertake substantial and suitable research and development in order to arrive at an appropriate design concept. It also requires the candidate to work to stringent deadlines and adhere to professional working practices. The ability to evaluate and analyse the design process and the success of the design work are also asked of the candidate. The HND level has a much more challenging design brief which could include the presentation of a portfolio of work and a range of design solutions to the client brief. They will have a limited time to 'best' represent themselves in a presentation to a client.

The candidate is required to participate in authentic and relevant experiences when undertaking each of the Graded Units. For example, candidates will produce designs and client visuals for a particular and specific client brief. The presentation and evaluation of the candidates design solution is the requirement of the SCQF level 7, first year Graded Unit.

To enhance prospects further in seeking work or gaining entry to higher education, candidates must demonstrate originality and creativity of thought within their work along with a professional application of appropriate design skills. To be in a position to take advantage of work and progression opportunities candidates will have to put together a portfolio of work that best showcases their work. The SCQF level 8, second year Graded Unit enables candidates to address the challenges of realising their vocational or academic goals.



## 5.3 Articulation, professional recognition and credit transfer

### 5.3.1 Articulation to higher education

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 Visual Communication.

- ◆ BA(Hons) Design: Visual Communication
- ◆ BSc(Hons) Graphic Design
- ◆ BSc(Hons) Design for Digital Media
- ◆ BDes(Hons) Graphic Design
- ◆ BA(Hons) Design: Illustration
- ◆ BA(Hons) Design: Animation
- ◆ 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 — Visual Communication
- ◆ BA(Hons) Design and Craft — Photographic and Electronic Media
- ◆ BA(Hons) Multimedia Development
- ◆ BA(Hons) Publishing
- ◆ BA(Hons) Digital Art
- ◆ BA(Hons) Digital Art and Animation
- ◆ BA Design

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 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 Visual Communication 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 students these qualifications are now very popular with younger students and due to the incremental steps these awards offer, they allow students 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.

### 5.3.2 Progression to employment

While a substantial number of candidates do choose to progress to higher education an increasing number of students 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.

### 5.3.3 Credit transfer arrangements

All candidates are eligible for Unit-by-Unit credit transfer.

Unit-by-Unit conversion permits candidates to convert old Units, which they may have acquired previously, to new Units to allow them to gain credit towards the new qualifications. These arrangements are known as *credit transfer*.

Credit transfer is used in lieu of the normal Evidence Requirements for a Unit. Once the equivalence between Units is established, a candidate is not required to produce evidence towards a Unit, if they already possess an 'equivalent' Unit. It is sufficient for the candidate to produce evidence of completing the equivalent Unit, which is normally done via the production of their Scottish Qualifications Certificate. Centres must retain proof of this (normally a photocopy of the candidate's SQC) for the purposes of internal and external verification.

**All decisions relating to credit transfer remain with centres.** However, SQA carries out an initial mapping between old and new Units, to provide guidance.

Old Unit	Code		New Unit	Code
Visual Communication: An Introduction	DV6A 34	Equivalent to	Visual Communication: An Introduction	H386 34
Typography: An Introduction	DV6Y 34		Typography: An Introduction	H385 34

**Please note** — There is no direct credit transfer arrangement available between the Units, *Creative Industries: An Introduction* and *Working in the Field of Visual Communication*, or the Units, *Working in the Creative Industries* Units and *Preparing for a Role in the Field of Visual Communication*.

If a candidate achieved the 'old' HNC (G86V 15) and progresses to the HND (GG3F 16) they would have to do the Unit, *Working in the Field of Visual Communication* as this is mandatory in the HNC/HND.

There is also no direct credit transfer arrangement available between the optional Units *Photography: Image Editing 1* and *Photography Image Editing*, as the degree of change to the Unit was significant.

## 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 visual communication.

This balance is intended to develop candidates' ability to identify and apply individual skills and to facilitate these abilities in their chosen specialisation within the field of visual communication 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 Awards, it is envisaged that the primary elements of the mandatory Units in the first year are delivered prior to delivering the Graded Unit. It is important that these elements of the mandatory Units have been delivered before the Graded Unit is assessed, although in some centres some elements of the mandatory Units may be delivered concurrently with the Graded Unit.

In the HND, candidates will be required to identify the main focus of their year, ie to gain employment or to progress to higher education. This will play a fundamental part in the creation of the portfolio for the Graded Unit. Candidates will need to ascertain which elements of the mandatory Units should be included in their final presentation as well as prepare for the assessment interview necessary to achieve the Graded Unit.

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

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

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 the recommendation they should seek prior verification from SQA. Assessment exemplars are available for some Units indicating to centres what is required from the assessment instrument.

### 6.1 Open learning

Open learning may be feasible for some Outcomes within some Units within the Group Awards. These opportunities are highlighted within the Unit specifications. The great majority of Outcomes rely, however, on developing practical skills in the presence of a lecturer and/or fellow candidates. Practical work and workshop activities underpin much of the learning. Centres may, however, find it possible to develop solutions for all or parts of some Units, provided all Unit and verification requirements are met in full.

Technological advances may make the possibility of such creative solutions more widespread in the future.

Because of the specialist nature of many of the Units candidates may 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 guide Assessment and Quality Assurance of Open and Distance Learning* (SQA — Publication Code A1030) ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 6.2 Opportunities for Core Skills development

This document signposts opportunities to develop Core Skills in the context of the mandatory Units and an indication of additional enhancement in options are also provided (*see Appendix*).

Market research for the development of the HNC/HND Visual Communication Group Award indicated that opportunities should be provided within the first year to enhance development to Higher level 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 and Communication Technology* and *Numeracy*. Elements of the advanced numerical, graphical and technological competencies occur frequently throughout the awards and are signposted in SQA's Core Skills framework. Opportunities are provided in all centres 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 both the HNC and HND Visual Communication Awards. Computer technology is now regarded as a fundamental tool within the creation of professional design work and opportunities to develop the Core Skill of ICT is extensive.

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 visual communication. Candidates will use advanced strategies to work with a range of other people, integrating numeracy through preparing costings and literacy in the form of 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 will be essential activities which will be further demonstrated in the context of the Graded Units. 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 will also have the opportunity to undertake the Unit *Communications: Practical Skills* (SCQF level 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 this Group Award should be internally verified including 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 for some Units. These are available from SQA's secure website. The SQA Co-ordinator in your centre has access to these documents and can download them for you.

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 SQA's *Guide to Assessment and Quality Assurance for Colleges of Further Education*, (Publication code AA0841/3) ([www.sqa.org.uk](http://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.

The Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### **7.2 Internal and external verification**

All Instruments of Assessment used within these Group Awards 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.

All Graded Units will be externally verified. This will be central and/or local verification. All central verification will take place in May of any academic year.

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

### **7.3 Approval**

All centres wishing approval to deliver this Group Award must follow SQA's approval documentation and submit to SQA through their SQA Co-ordinator.

## 8 General information for candidates

The HNC and HND in Visual Communication have been devised as national awards that will be delivered in further education colleges across Scotland.

The opportunity for specialisation within a specified subject area, such as Graphic Design, Illustration or New Media, will be retained within the awards but the 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 identified support for the restructuring of the existing awards into a stronger and more comprehensive framework which allowed 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 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 achieve a high level of competence in the areas of *Communication, Numeracy, Information and Communication Technology (ICT), 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 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 therefore the changes within the new framework are a direct response to the advancements within the area of Visual Communication.

Career opportunities may include the following:

- ◆ Graphic Designers
- ◆ Illustrators
- ◆ Web Designers
- ◆ Multimedia Designers
- ◆ Social Media Managers
- ◆ Production Managers
- ◆ Freelance Designers
- ◆ running own business, possibly combining employment with freelance work

The breadth of opportunity provided by these Group Awards will equip candidates with skills over a broad range. Also, attainment of the requisite standards will demand the use of a range of study techniques as well as the development of personal skills and attitudes which will be of general value in life and work.

The Group Awards are 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 pathways**

The modern HN Awards have two distinct pathways: to provide candidates with a thorough and comprehensive education that can lead 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.

### **8.1.1 Progression to employment**

HNCs and HNDs are normally designed to meet the needs of the occupational sector by developing the knowledge and skills which candidates need to gain entry into employment. The feedback and guidance gained from undertaking market research in the employment sector has been of vital importance in the construction of the awards. The optional Units therefore play a key role in focusing the award in the chosen pathway. The following diagram shows a proposed selection of Units for a candidate undertaking an HND in Visual Communication, specialising in Graphic Design, who intends to progress into employment on completing the award — see *Figure 6*.

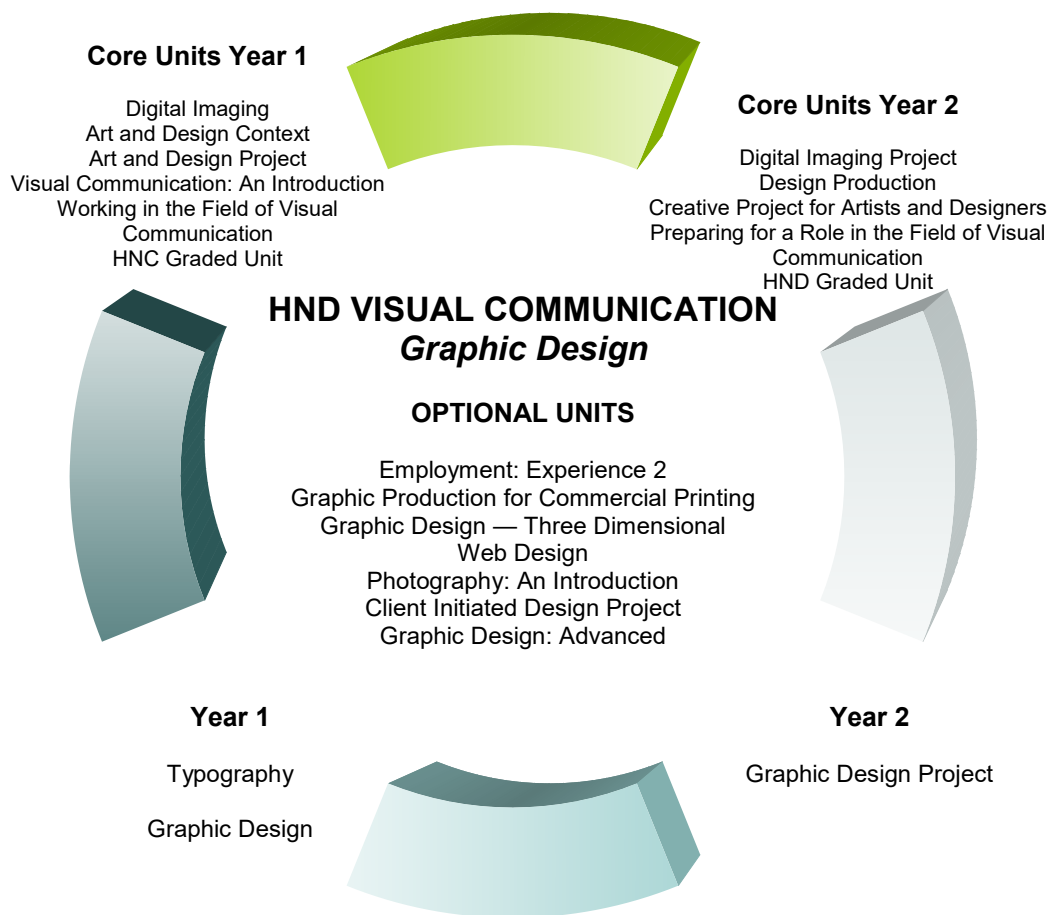


Figure 6 — Progression route to employment

### 8.1.2 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 visual communication it is of vital importance that candidates are given the opportunity to develop their creativity; personal development; innovation and expressive visual language. Subjects such as Personal Development Planning would allow candidates the opportunity to explore, document and analyse their progression through their studies and the decisions they have made within their educational journey. This would also help prepare candidates for the transition into an HE programme of study where the rational and emphasis of a degree level programme is very much focused on personal development within their chosen area of study. The following diagram shows a proposed selection of Units for a candidate undertaking an HND in Visual Communications, specialising in Illustration, who intends to progress to a degree programme on completing the award — see Figure 7.



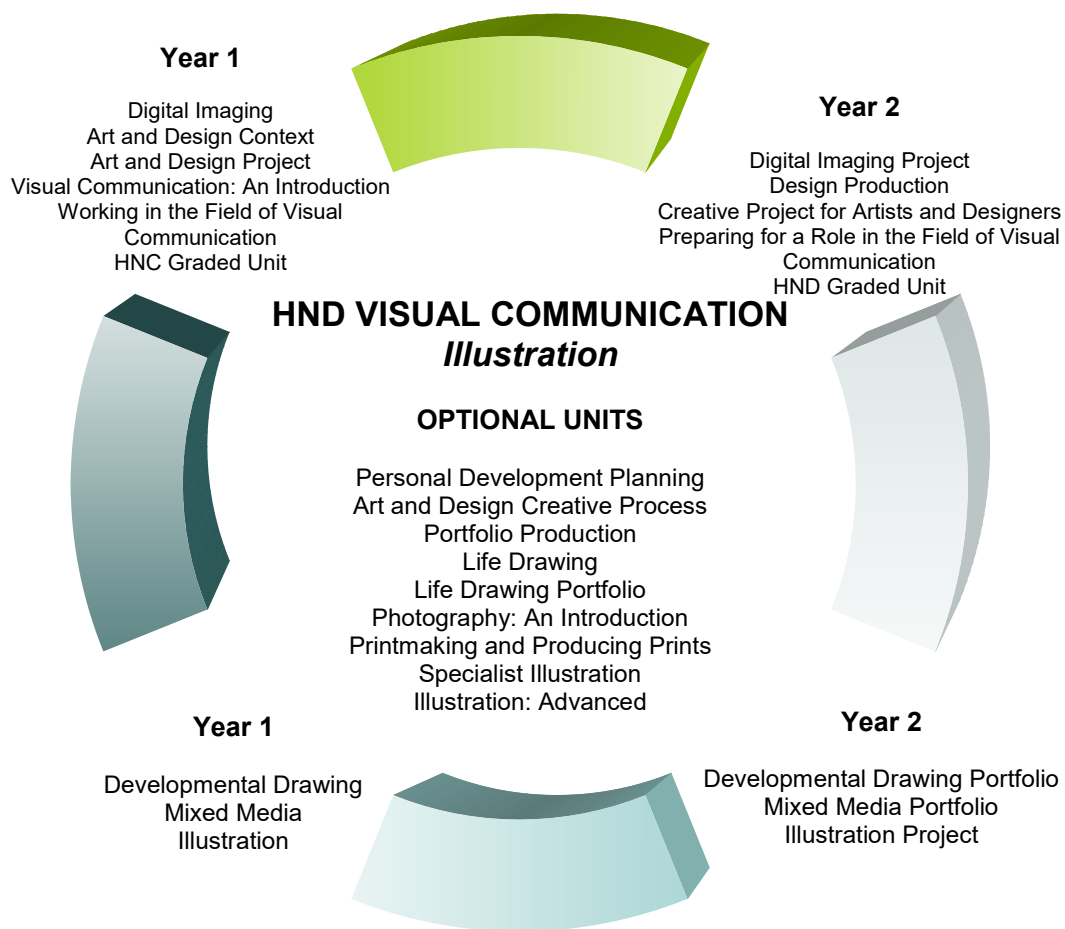


Figure 7 — Progression route to higher education

## 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](http://www.scqf.org.uk)

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

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

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

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

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

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

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

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

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

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

## 10 Appendix

Appendix: Core Skills Mapping of the Group Award: HNC/HND Visual Communication

## Appendix

The following table shows where Core skills are signposted within some of the Units within the HNC/HND Visual Communication Awards.

Unit code	Unit title	Written Communication — Reading	Written Communication — Writing	Oral Communication	Using Graphic Information	Using Number	Using IT	Problem Solving — Critical Thinking	Problem Solving — Planning and Organising	Problem Solving — Reviewing and Evaluating	Working with Others
H386 34	Visual Communication: An Introduction	X	X	X				X	X	X	
FD69 34	Digital Imaging			X			X				
FD63 35	Art and Design Context	X	X	X			X	X	X	X	
H380 34	Art and Design Project	X	X	X			X	X	X	X	X
H389 34	Working in the Field of Visual Communication	X	X	X		X	X	X	X	X	X
FA6E 34	Visual Communication: HNC Graded Unit	X	X	X		X	X	X	X	X	X
DX33 35	Digital Imaging Project	X	X	X			X	X	X	X	
DX2Y 35	Creative Project for Artists and Designers	X	X	X			X	X	X	X	X
DX30 35	Design Production	X	X	X		X	X	X	X	X	X
H38A 35	Preparing for a Role in the Field of Visual Communication	X	X	X		X	X	X	X	X	X
F0H9 35	Visual Communication: HND Graded Unit	X	X	X		X	X	X	X	X	
DV69 34	Typography	X	X	X		X	X	X	X	X	
DV97 34	Graphic Design	X	X	X	X	X	X	X	X	X	X
DX3C 35	Typography Project	X	X	X		X	X	X	X	X	X
DX36 35	Graphic Design Project	X	X	X	X	X	X	X	X	X	X
DV96 34	Developmental Drawing		X	X				X	X	X	
DV67 34	Mixed Media	X	X	X			X	X	X	X	X
DV64 34	Illustration	X	X	X			X	X	X	X	X
DX31 35	Developmental Drawing Portfolio	X	X	X			X	X	X	X	X
DX5J 35	Mixed Media Portfolio	X	X	X			X	X	X	X	
DX5N 35	Illustration Project	X	X	X		X	X	X	X	X	X
DV68 34	New Media	X	X	X	X	X	X	X	X	X	X
DV6C 34	Web Design	X	X	X	X	X	X	X	X	X	X
DX68 35	New Media Project	X	X	X			X	X	X	X	
DX56 35	Web Design Project	X	X	X			X	X	X	X	
DV61 34	Drawing Systems	X	X	X	X		X	X	X	X	
DV5Y 34	Design of Charts and Diagrams	X	X	X	X		X	X	X	X	