# Arrangements for:

## HNC in Art and Design

## Group Award Code: G8KY 15

## HND in Art and Design

## Group Award Code: G8L0 16

**Validation date: December 2006**

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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.

| Version number | Description | Date |
|---|---|---|
| 15 | **Addition of Optional Unit:** F1CL 34 - Contemporary Art: Three Dimensional Practice to the optional section of both frameworks | 01/08/24 |
| 14 | **Addition of Optional Units:**<br>Contemporary Art Practice: Introduction to Digital Artform F1CJ 34, Contemporary Art Practice: Conceptual Processes F1E9 34 have been added to optional section allowing centres further flexibility in delivery. | 22/08/23 |
| 13 | **Addition of Optional Unit:**<br>F1E9 34 Contemporary Art Practice: Conceptual Processes has been added to the optional section of the HNC framework | 06/12/22 |
| 12 | **Addition of 1 unit to Optional section of framework:**<br>Contemporary Art Practice: Introduction to Digital Artform F1CJ 34 for the HNC framework only. | 16/02/21 |
| 11 | **Addition of Optional Units**<br>Glass Fusing Techniques F1X8 34<br>Leaded Glasswork F1W1 34<br>Painting and Firing Stained Glass Panels F1RP 34<br>Glass: Flameworking Techniques F1RR 34<br>Glass: Sandblasting F1RW 34<br>Art Glass: Warm Glass Casting F1W2 35<br>Glass Slumping: An Introduction F1WV 34<br><br>Has been added to the HND Framework only | 05/03/20 |
| 10 | **Addition of Optional Units.** Glass Fusing Techniques F1X8 34, Leaded Glass Work F1W1 34, Painting and Firing Stained Glass Panels, F1RP 34Glass: Flameworking Techniques, F1RR 34 Glass: Sandblasting F1RW 34 Art Glass: Warm Glass Casting, F1W2 35 Glass Slumping: An Introduction F1WV 34 for HNC framework only. Jewellery: Experimental Techniques F3X6 34 has been added to both HNC/HND frameworks | 05/02/19 |
| 09 | **Addition of optional Units:** F193 34 Printed Textiles: An Introduction, F0P2 34 Single Colour Offset Litho Printing, F1CV 35 Printmaking Development added to the HND framework only | 12/10/17 |
| 08 | **Revision of Unit:** Art and Design Project DV5W 35 has been revised by H380 35 Art and Design Project.<br>**Revision of Unit:** Creative Project for Artist and Designers DX2Y 35 has been replaced by Creative Project for Artist and Designers H281 35 | 23/07/15 |

| Version number | Description | Date |
|---|---|---|
| 07 | **Revision of Unit:** D77G 34 Communication: Practical Skills has been revised by H7MB 34 and DE1K 33 Workplace Communication in English has been revised by H8T2 33. Old Units are finishing on 31/07/2016. | 27/03/15 |
| 06 | **Addition of optional Unit:** Digital Imaging (FD69 34) | 09/08/13 |
| 05 | **Added to framework (HNC):** *Design Semantics* DW73 34. | 15/01/13 |
| 04 | Addendum added to Section 5.1.2 to show Units added to Optional Section of the framework. | 17/01/12 |
| 03 | Unit title, Sculpture: An Introduction — code changed from FD62 35 to FD62 **34** — typographical error. | 21/09/11 |
| 02 | Addendum added to Sections 5.1.1 and 5.1.2 to show new Unit codes to be used from August 2011. | 28/03/11 |

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# 1 Introduction

This is the Arrangements Document for the ***revised Group Awards in Art and Design***, which were validated in December 2006. This document includes: background information on the development of the Group Awards, their aims, guidance on access, details of the Group Awards structures, and guidance on delivery.

The revised HNC/HND frameworks for Art and Design have been developed as national awards for delivery in further education colleges across Scotland. The courses have been designed to provide candidates with a vibrant and challenging creative experience, which will draw on their existing skills and strengths, and assist with the development of their creative vision. The intention is to provide candidates with a sufficiently broad base of art and design skills, pertinent to either employment as a practising artist or designer, or alternatively, for successful articulation onto a diverse range of Higher Education Institute (HEI) degree programmes.

The new qualifications have been designed to sustain the incremental progression across the range of Art and Design qualifications now available from Access and Intermediate levels to HND level.

# 2 Rationale For The Revision Of The Awards

## 2.1 Background and Rationale

In undertaking the review of the existing HN qualifications in Art and Design the Qualification Design Team (QDT) looked primarily at the Unit and course structures of three existing Art and Design awards:

| | | |
|---|---|---|
| HNC/HND | Art and Design | G5JK 16 |
| HNC | Art and Design | G053 15 |
| HNC/HND | Art and Design | G2CN 16 |

A total of twelve centres in Scotland were offering these awards at the start of the review process.

The review of the HNC and HND in Art and Design was partly driven by the large number of Art and Design Units and courses on offer across the college sector in Scotland. Over 100 locally devised Art and Design related courses were in existence across Scotland prior to the start of the Higher National modernisation programme with many including significant degrees of overlap and course commonality across the programmes on offer to learners. This obvious duplication combined with the potential difficulties in ensuring national standardisation across locally devised courses also contributed to the need for a review of Higher National awards in Art and Design in Scotland.

The changes in the revised HNC and HND in Art and Design are designed to incorporate new award structures, using the SQA HN design principles.

## 2.2 Market research and consultation

The HNC/HND Art and Design QDT formulated a market research strategy, following initial team discussions regarding the content of the proposed awards. This process was informed by the decisions and group feedback gathered from sector consultation at the Art and Design National Conference and subsequent meetings. After reviewing and discussing the strengths and limitations of the existing provision, draft frameworks for the revised awards in Art and Design were devised.

The QDT carried out research from various sources to ensure that the needs of all stakeholders were addressed. Market research was undertaken with the following stakeholders:

- Art and Design industry employers
- Higher Education Institutions (HEI)
- Graduates who had undertaken HN programmes
- SQA approved delivering centres
- Professional Organisations

Consultation details are summarised in the following table:

| Stakeholder | Method of Consultation |
|---|---|
| Employers | ♦ Initial questionnaire sent to employers<br>♦ Face-to-face interviews to probe issues |
| Higher Education Institutions | ♦ Initial questionnaire sent to HEIs offering related degree programmes<br>♦ Face-to-face interviews<br>♦ Email |
| Candidates | ♦ Initial questionnaire sent to current and former candidates<br>♦ Face-to-face interviews<br>♦ e-mail |
| Delivering Centres | ♦ Art and Design National Conference<br>♦ Questionnaire to centres<br>♦ Meetings |
| Professional Organisations | ♦ Initial questionnaire sent to current and former candidates<br>♦ Face-to-face interviews<br>♦ e-mail |

## 2.3 Summary of Feedback

The responses received from the stakeholder groups were analysed by the SQA lead consultant and findings and sector feedback were discussed with the QDT, who sought to revise the draft frameworks to meet the identified sectoral needs, based on the responses provided by the market research.

| Stakeholder | Feedback |
|---|---|
| Employers | ♦ Should be sufficient opportunity for candidates to create a portfolio of work that demonstrates their creative ability.<br>♦ Integration and application of skills across the award(s) would allow the development of a portfolio of creative work that could demonstrate competence to prospective employers.<br>♦ Need for a high level of drawing and technical skills specific to chosen route.<br>♦ Development of Core Skills in particular Problem Solving and Communication.<br>♦ Opportunities for candidates to develop IT skills.<br>♦ Development of personal qualities to enhance employability. |
| Higher Education Institutions | ♦ Centre staff to work closely with HEI admission tutors to ensure continued acceptance of articulation from HNC/HNDs, ensuring specific requirements are included in optional Units.<br>♦ High quality candidate portfolio.<br>♦ Development of Core Skills — Problem Solving, Communication and Working with Others.<br>♦ Further guidance for candidates progressing to HEI to assist retention. |
| Candidates | ♦ Opportunities to prepare for employment.<br>♦ Development of range of Core Skills. |
| Delivering Centres | ♦ Flexible and accessible qualifications.<br>♦ Awards that do not go out-of-date quickly.<br>♦ Awards that give transferable skills. |
| Professional Organisations | ♦ Integration and application of skills across the award.<br>♦ Opportunity for candidates to create a portfolio of work that demonstrates their creative ability. |

## 2.4 Development Process

As many of the traditional candidates who choose to enter into general Art and Design based HNC and HND programmes do so because of the range of creative areas available as options for study, the QDT felt that is was essential to preserve this in the new award structures but recognised that for some candidates, the choices available in the first year of an HN programme, could lead to requests to change to a more specialist second year course within a related discipline such as Visual Communication. The target market for the new awards is principally learners wishing to progress their creative and aesthetic development with the future intent of progressing on to employment or advanced study on completion of the HNC/HND.

For this reason, and to support the SQA process of rationalising the existing Art and Design Units at HN level, a consensus was reached among the consortia developments in Visual Communication, 3D Design, Computer Arts and Design, Contemporary Art Practice and Art and Design to try to adopt a more unified mandatory list of options. This is designed to work to smooth and better facilitate candidates who opt to transfer across programmes. In addition to the increased commonality across the mandatory Units within the consortia developments, many QDTs have sought to include common options in the revised award structures that could allow for greater flexibility for candidates in centres offering more than one Art and/or Design based HN award, where class groups could be combined for viability in centres.

The QDT, was conscious that the design of the new HN awards should, where possible, draw on the identified experiences and practices adopted in HEIs to assist with progression and articulation. The programmes, therefore, start with the acquisition of an understanding of the underlying principles and appropriate skills, with candidates engaging in a staged progression of developmental activities and processes, leading to increasingly independent and personal focused learning.

The QDT reviewed the Units within the existing Art and Design provision in order to ensure that the new Group Awards provided candidates with a broad base of essential skills to support their long term professional, creative and personal development. The Units included in the Art and Design predecessor Group Awards were reviewed under this premise and were re-designed to conform to the new design principles and take account of the available market research and wider developments in educational context. (Lifelong Learning — Learning through Life; A Curriculum for Excellence; Assessment is for Learning, etc). In this manner the design of the new awards can be seen to draw parallels with the undergraduate learning experience of candidates today.

The revised HN course structures now provide a greater clarity and coherence, facilitating greater understanding by candidates, employers, HEIs and the new Sector Skills Council with responsibility for the visual arts — Creative and Cultural Skills (CCS). These SCQF leveled courses will assist in supporting candidate articulation and progression to HEIs and the SQA design principles, help candidates to develop a wide range of subject specific and transferable core and soft skills and are designed to help them in their pursuit of life long learning opportunities.

## 3 Aims of the Group Awards

All HNCs and HNDs have a range of broad aims that are generally applicable to all equivalent HE qualifications. Examples may include:

- developing knowledge and skills — planning, analysis and synthesising
- developing skills for employment and enhancing employment prospects
- enabling progression in the Scottish Credit and Qualifications Framework (SCQF)
- developing study and research skills
- developing options to permit an element of vocational specialisation
- preparing candidates for progression to further studies in specific subjects or related disciplines

The new qualifications comprise of a core framework of generic Art and Design based Units, which underpin the group award structures. Individual centres will supplement this common core with a selected range of optional studies. Candidates completing an HND course also have the additional opportunity for individualised learning programmes tailored to their specific Art and Design skills, strengths and future needs. A substantial proportion of their studies will be self-directed, allowing for the development of critical thinking, planning and self-evaluation skills. During both years, candidates will have opportunities to develop all five core skills within their programme of study helping them to prepare more effectively for transition to employment or HEIs. In addition they will have opportunities to complete Units in business, professional practice or new media areas within the group awards.

At the end of the course of study, candidates will have had opportunities to refine a broad range of Art and Design skills in two and/or three dimensional areas, demonstrating a thorough grounding in research, analysis and concept development using a range of media and techniques and processes including:

- Observational/developmental drawing skills
- Contextual studies in both contemporary and historical contexts
- Investigative research — visual/written/oral
- Professional presentation skills
- Visual analysis, presentation and concept development
- 2-D/3-D media handling skills in a variety of contexts

Candidates will also be provided with opportunities to develop a range of additional transferable skills across the group award(s):

- Communication — written/oral/visual
- Critical thinking and problem solving
- Time management/project planning
- Team working skills
- Numeracy
- Information Technology

The mandatory Units of the HNC have been chosen to provide candidates with a coherent foundation of key skills and knowledge that will support their subject specific content. The HND award will follow a similar structure. This is designed to give candidates the opportunity to gain advanced skills within an Art and Design specialism, which strongly enhances the candidate's prospects of successful progression into either employment or Higher Education, allowing for the sustained development of integrated multi-disciplinary approaches to the generation of practical folio work. Candidates will also be encouraged to evaluate, research, develop and contextualise their concepts and designs in response to their subject choice. By bringing a wide diversity of subject areas together within the optional Unit content within one unifying framework for Art and Design, candidates and centres will have increased opportunities to design tailored curricula to meet a diversity of needs providing a coherent learning experience for an increasingly diverse group of learners.

Having experience of different subjects within the context of Art and Design allows candidates to make informed choices for later specialisation. 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.

These underlying principles of the HNC/HND Group Awards in Art and Design have been divided into general aims and subject-related (specific) aims.

## 3.1 General aims of the Group Awards

All HNC/HNDs have a range of broad aims that are generally applicable to all equivalent HE qualifications. The new HNC and HND in Art and Design share the following list of general aims:

1 To enable progression within the Scottish Credit and Qualifications Framework (SCQF)
2 To develop critical thinking skills and evaluative processes
3 To develop problem solving and project and time management skills
4 To develop communication skills and presentation techniques
5 To develop the ability to be flexible and to work co-operatively with others (citizenship and A Curriculum for Excellence [ACfE] four capacities)
6 To develop personal effectiveness and professional practice through the development of IT and research skills
7 To provide opportunities for career planning and progression to employment or further study and providing opportunities for personal development planning

## 3.2 Specific aims of the Group Awards

The subject-specific related aims of both the HNC and HND are to:

8 Develop an understanding of interdisciplinary connections between the various subject areas within Art and Design
9 Develop a critical thinking capacity and reflective evaluation processes within the visual arts
10 Develop awareness of the cultural, sustainable and industrial contexts in which Art and Design functions
11 Develop candidate's creative processes and visual language
12 Refine and demonstrate applied knowledge of a broad range of Art and Design skills in 2-D and/or 3-D areas
13 Develop a broad based curricula that can facilitate vocational specialism taking account of relevant health and safety considerations

At HND level the specific aims 8, 9, 10, 11 and 12 will be further consolidated and extended within the context of SCQF leveling of Unit content.

## 3.3 Target groups

The Art and Design HN Group Awards are suitable for a wide range of candidates including:

- School leavers
- Adult returners to education
- Candidates in employment
- Self-employed individuals

## 3.4 Employment opportunities

HNCs and HNDs are normally designed to meet the needs of industry and professional bodies by developing the knowledge and skills, which candidates need to gain entry into employment. The feedback and guidance gained from the market research in the employment sector has been of vital importance in the construction of the awards. As a result it is strongly recommended that candidates complete optional Units including reflective practice and professional practice approaches. The diagram in Appendix 1 shows a proposed selection of Units for a candidate undertaking an HND in Art and Design, who intends to progress into employment on completing the award.

Market research confirmed that candidates who gained these HNC/HND qualifications would have employment opportunities in the following areas:

- Practising artists/designers
- Applied artists/designers
- Artists materials suppliers
- Illustrators
- Community artists/community arts organisers
- Ceramicists
- Fashion/textile designers
- Artist printmakers
- Gallery proprietors/curators
- Art workers — healthcare

## 3.5 Articulation Arrangements

Articulation to year one or two of a degree programme with an HN award is a common progression route for candidates. However, the HND award has the potential to lead to articulation into year three of a degree programme, but this is always at the discretion of each receiving institution, and is predominantly based on the portfolio evidence presented by the individual candidate at interview and based on a mapping of the subject content and competencies developed within the HND.

Some of the possible onward destinations include:

- Gray's School of Art, The Robert Gordon University
- Duncan of Jordanstone, University of Dundee
- Edinburgh College of Art, Heriot Watt University
- Glasgow School of Art, University of Glasgow
- University of the Highlands and Islands (UHI Millenium Institute)
- University of Paisley
- Glasgow Caledonian University
- Heriot Watt University
- Cumbria Institute of the Arts
- Forth Valley College
- University of Paisley

# 4 Access to Group Awards

## 4.1 General access requirements

HNC/HND Art and Design courses increasingly attract a wide range of diverse applicants from different backgrounds and with a rich variety of experiences. As with all SQA qualifications access to the awards will be at the discretion of the centre but, given the demands of the courses, it is advisable that candidates demonstrate competence in Art and Design related areas. It is suggested that this could be evidenced by possession of one or more of the following qualifications:

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

## 4.2 Formal Qualifications

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

**(a) Secondary Education**

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

**(b) Further Education**

- SQA National Units and courses in relevant subjects at Higher level
- GSVQ (level 3) Art and Design or other appropriate awards
- SGA in Art and Design at Intermediate 2 level, with additional appropriate Higher level qualifications
- SGA in Art and Design at Higher level
- SGA at Advanced Higher level with appropriate subjects
- GCE 'A' levels in appropriate subjects
- specialisms appropriate to HNC/D Art and Design evidenced by additional qualifications (City & Guilds, Becta etc)

## 4.3 Entry to Year 2 HND

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

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

## 4.4 Work Experience

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

## 4.5 English as an additional language

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

## 4.6 Core Skills

Candidates who plan to enter the HNC/HND awards in Art and Design will usually have the recommended Core Skills entry level profiles of:

| | **HNC** | **HND** |
|---|---|---|
| ♦ Communication | SCQF 5 | SCQF 6 |
| ♦ Numeracy | SCQF 4 | SCQF 5 |
| ♦ Information Technology | SCQF 5 | SCQF 5 |
| ♦ Problem Solving | SCQF 5 | SCQF 6 |
| ♦ Working with Others | SCQF 5 | SCQF 5 |

## 4.7 Alternative Access Arrangements

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. With reference to the importance of legislation relating to equal opportunities and to widening access initiatives, centres should support fully the tradition of social inclusion and continue to provide opportunities for applicants from non-traditional entry routes and non-traditional programmes. In such cases, centres should take into account experience, life skills and candidates existing art and design skills giving due consideration to their future development potential.

Formal academic achievements will not, in themselves, represent adequate entry criteria. A more accurate prediction of candidate attainment may be achieved through the detailed appraisal of skills and prior experiential learning, supplemented with career and course guidance. This would normally be demonstrated in the formal interview.

Entry into the HND will nearly always be through achievement of the HNC, but centres may wish to consider Accreditation of Prior Learning where appropriate.

# 5 Group Awards structure

Both group awards adhere to the design principles given below.

## 5.1 Design Principles for HNCs and HNDs

**SCQF level and credit points**

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

**Core Skills**

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

**Mandatory Section**

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

**Graded Units**

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

The purposes of Graded Units are to assess the candidate's ability to retain and integrate the knowledge and/or skills gained in the Units to assess that they have met the principal aims of the Group Award, and to grade candidate achievement.

**The Scottish Credit and Qualifications Framework (SCQF)**

Due cognisance has been taken of the requirements of the Scottish Credit and Qualifications Framework (SCQF) in the design of these awards. This means that the HNC award will be broadly equivalent to the first year of a Scottish degree, while the HND award will be broadly equivalent to the first and second years of a Scottish degree.

The mandatory Units define the awards as Art and Design disciplines and they are intended to provide a foundation on which specialisms can be built.

### 5.1.1 HNC Framework — 12 credits needed

**Mandatory Units — 7 credits needed**

| Unit title | Unit Code | SCQF credit points | SCQF level | SQA credit value |
|---|---|---|---|---|
| Observational Drawing | DV9A 34 | 8 | 7 | 1 |
| Developmental Drawing | DV96 34 | 8 | 7 | 1 |
| Art and Design: Creative Process | DV5T 34 | 8 | 7 | 1 |
| Art and Design Project | H380 35* | 8 | 8 | 1 |
| Art and Design Context | FD63 35* | 8 | 8 | 1 |
| Portfolio Production | DV9C 34 | 8 | 7 | 1 |
| Art and Design: Graded Unit 1 | F1X2 34 | 8 | 7 | 1 |

Candidates must follow a standardised route of study with all candidates completing the mandatory Units along with an additional five optional credits to complete the HNC.

**Optional Units — 5 credits needed**

| Unit title | Unit Code | SCQF credit points | SCQF level | SQA credit value |
|---|---|---|---|---|
| Digital Imaging | FD69 34 | 8 | 7 | 1 |
| Personal Development Planning | DE3R 34 | 8 | 7 | 1 |
| Workplace Communication in English | H8T2 33** | 8 | 6 | 1 |
| Communication: Practical Skills | H7MB 34** | 8 | 7 | 1 |
| Art and Design: Cultural Identity | DX03 34 | 8 | 7 | 1 |
| Life Drawing | DV98 34 | 8 | 7 | 1 |
| Life Painting: Introduction | F1TC 34 | 8 | 7 | 1 |
| Painting: Exploratory Techniques | F1N0 35 | 8 | 8 | 1 |
| Printmaking and Producing Prints | DV92 34 | 8 | 7 | 1 |
| Photography: An Introduction | DW6C 34 | 8 | 7 | 1 |
| Public Art: Introduction | F1TD 34 | 8 | 7 | 1 |
| Community Arts: Visual Arts | F1MT 34 | 8 | 7 | 1 |
| Art and Design: Digital Media Introduction | F1W6 34 | 8 | 7 | 1 |
| Illustration Techniques | F1TX 34 | 8 | 7 | 1 |
| Graphic Design Techniques | F1MW 34 | 8 | 7 | 1 |
| Jewellery Design and Production | F1MX 34 | 8 | 7 | 1 |
| Art and Design: Textiles | F1H1 34 | 8 | 7 | 1 |
| Art and Design: Fashion/Performance Costume | F1W8 34 | 8 | 7 | 1 |
| Ceramics: Hand Built | F1TR 34 | 8 | 7 | 1 |
| Mixed Media Techniques | F1H0 34 | 8 | 7 | 1 |
| Experimental Glass: Design and Production | F1W7 34 | 8 | 7 | 1 |
| Introduction to Self-Employment and Small Business | A6HD 34 | 8 | 7 | 1 |
| Creative Arts Project: Development | FF31 34 | 16 | 7 | 2 |
| Creative Arts Project: Production | FF30 34 | 16 | 7 | 2 |

| Unit title | Unit Code | SCQF credit points | SCQF level | SQA credit value |
|---|---|---|---|---|
| Design Semantics | DW73 34** | 8 | 7 | 1 |
| Sculpture: An Introduction | FD62 34* | 8 | 7 | 1 |
| Glass Fusing techniques | F1X8 34** | 8 | 7 | 1 |
| Leaded Glass Work | F1W1 34** | 8 | 7 | 1 |
| Painting and Firing Stained Glass Panels | F1RP 34** | 16 | 7 | 2 |
| Glass: Flameworking Techniques | FIRR 34** | 8 | 7 | 1 |
| Glass: Sandblasting | F1RW 34** | 8 | 7 | 1 |
| Art Glass: Warm Glass Casting | F1W2 35** | 16 | 8 | 2 |
| Glass Slumping: An Introduction | F1WV 34** | 8 | 7 | 1 |
| Jewellery: Experimental Techniques | F3X6 34** | 8 | 7 | 1 |
| Contemporary Art Practice: Introduction to Digital Artform | F1CJ 34* | 8 | 7 | 1 |
| Contemporary Art Practice: Conceptual Processes | F1E9 34** | 8 | 7 | 1 |
| Contemporary Art: Three Dimensional Practice | F1CL 34* | 16 | 7 | 2 |
| **Work Role Effectiveness (Optional): up to 3 credits needed** | | | | |
| Work Role Effectiveness (2003) | DG6E 34 | 24 | 7 | 3 |
| Work Role Effectiveness (2005) | DG6G 35 | 24 | 8 | 3 |

**Refer to History of Changes for revision changes.

***Addendum — 28 March 2011**

**G8KY 15 HNC Art and Design Framework**

The following Units (identified with *) have been revised and recoded for delivery from August 2011.

DV5R 35 *Art and Design Context*
DW9W 34 *Sculpture: An Introduction*

The following new Units have been added to the optional section:

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

### 5.1.2 HND Framework — 30 credits needed

#### HND Mandatory Units — 16 credits needed

| Unit title | Unit Code | SCQF credit points | SCQF level | SQA credit value |
|---|---|---|---|---|
| Observational Drawing | DV9A 34 | 8 | 7 | 1 |
| Developmental Drawing | DV96 34 | 8 | 7 | 1 |
| Art and Design: Creative Process | DV5T 34 | 8 | 7 | 1 |
| Art and Design Project | H380 35* | 8 | 8 | 1 |

| | | | | |
|---|---|---|---|---|
| Art and Design Context | FD63 35* | 8 | 8 | 1 |
| Portfolio Production | DV9C 34 | 8 | 7 | 1 |
| Art and Design: Graded Unit 1 | F1X2 34 | 8 | 7 | 1 |
| Developmental Drawing Portfolio | DX31 35 | 8 | 8 | 1 |
| Creative Project for Artists and Designers | H381 35* | 8 | 8 | 1 |
| Art and Design Advanced Project | F1D8 35 | 16 | 8 | 2 |
| Art and Design Context: Personal Investigation | F0MF 35 | 8 | 8 | 1 |
| Art and Design: Presentation | F1H3 35 | 16 | 8 | 2 |
| Art and Design: Graded Unit 2 | F1X3 35 | 16 | 8 | 2 |

Candidates must follow a standardised route of study with all candidates completing the mandatory Units along with an additional fourteen optional credits.

**Optional Units — 14 credits needed**

| Unit title | Unit Code | SCQF credit points | SCQF level | SQA credit value |
|---|---|---|---|---|
| Digital Imaging | FD69 34 | 8 | 7 | 1 |
| Personal Development Planning | DE3R 34 | 8 | 7 | 1 |
| Workplace Communication in English | H8T2 33** | 8 | 6 | 1 |
| Communication: Practical Skills | H7MB 34** | 8 | 7 | 1 |
| Art and Design: Cultural Identity | DX03 34 | 8 | 7 | 1 |
| Life Drawing | DV98 34 | 8 | 7 | 1 |
| Life Painting: Introduction | F1TC 34 | 8 | 7 | 1 |
| Painting: Exploratory Techniques | F1N0 35 | 8 | 8 | 1 |
| Printmaking and Producing Print | DV92 34 | 8 | 7 | 1 |
| Photography: An Introduction | DW6C 34 | 8 | 7 | 1 |
| Public Art: Introduction | F1TD 34 | 8 | 7 | 1 |
| Sculpture: An Introduction | FD62 34* | 8 | 7 | 1 |
| Community Arts: Visual Arts | F1MT 34 | 8 | 7 | 1 |
| Art and Design: Digital Media Introduction | F1W6 34 | 8 | 7 | 1 |
| Illustration Techniques | F1TX 34 | 8 | 7 | 1 |
| Graphic Design Techniques | F1MW 34 | 8 | 7 | 1 |
| Jewellery Design and Production | F1MX 34 | 8 | 7 | 1 |
| Art and Design: Textiles | F1H1 34 | 8 | 7 | 1 |
| Art and Design: Fashion/Performance Costume | F1W8 34 | 8 | 7 | 1 |
| Ceramics: Hand Built | F1TR 34 | 8 | 7 | 1 |
| Mixed Media Techniques | F1H0 34 | 8 | 7 | 1 |
| Experimental Glass: Design and Production | F1W7 34 | 8 | 7 | 1 |
| Introduction to Self-Employment and Small Business | A6HD 34 | 8 | 7 | 1 |
| Philosophical Aesthetics: An Introduction | F1D6 35 | 8 | 8 | 1 |
| Art and Design: Freelance Working Skills | F1H2 35 | 8 | 8 | 1 |
| Personal Development Planning | DV5E 36 | 24 | 9 | 3 |
| Developing the Individual Within a Team | F86Y 35* | 8 | 8 | 1 |
| Developing Reflective Practice in the Visual Arts | F1H6 35 | 8 | 8 | 1 |
| Life Drawing Portfolio | DX39 35 | 8 | 8 | 1 |
| Life Painting Portfolio | F1W5 35 | 8 | 8 | 1 |
| Painting Project | F1TN 35 | 16 | 8 | 2 |
| Observational Drawing Portfolio | DX38 35 | 8 | 8 | 1 |
| Printmaking in Multiple Layers | DX64 35 | 8 | 8 | 1 |
| Photography: Environment | DW83 35 | 8 | 8 | 1 |
| Mixed Media Development | FD6A 35* | 16 | 8 | 2 |
| Art and Design: Digital Media Project | F1TY 35 | 16 | 8 | 2 |
| Illustration Techniques Project | F1H7 35 | 8 | 8 | 1 |

| Unit title | Unit Code | SCQF credit points | SCQF level | SQA credit value |
|---|---|---|---|---|
| Graphic Design Techniques: Advanced | F1TV 35 | 8 | 8 | 1 |
| Jewellery Project | F1MY 35 | 8 | 8 | 1 |
| Art and Design Project: Textiles | F1H4 35 | 16 | 8 | 2 |
| Art and Design Project: Fashion/Performance Costume | F1TP 35 | 8 | 8 | 1 |
| Ceramics: Project | F1TS 35 | 8 | 8 | 1 |
| Public Arts: Project | F1TB 35 | 8 | 8 | 1 |
| Community Arts: Visual Arts Workshop | F1MV 35 | 8 | 8 | 1 |
| Glass Project | F1TT 35 | 8 | 8 | 1 |
| Sculpture Development | F1CW 35 | 16 | 8 | 2 |
| Contemporary Art Practice: Conceptual Development | FA6F 35* | 16 | 8 | 2 |
| Business Awareness and Continuing Professional Development | DG3D 35 | 8 | 8 | 1 |
| Creative Arts Project: Development | FF31 34 | 16 | 7 | 2 |
| Creative Arts Project: Production | FF30 34 | 16 | 7 | 2 |
| Design Semantics | DW73 34 | 8 | 7 | 1 |
| Product Design: Illustration | DW72 34 | 8 | 7 | 1 |
| Drawing for 3D Design | DX01 34 | 8 | 7 | 1 |
| Model Making: Creative | DW7A 34 | 16 | 7 | 2 |
| Printed Textiles: An Introduction | F193 34 | 16 | 7 | 2 |
| Single Colour Offset Litho Printing | F0P2 34 | 8 | 7 | 1 |
| Printmaking Development | F1CV 35 | 16 | 8 | 2 |
| Jewellery: Experimental Techniques | F3X6 34* | 8 | 7 | 1 |
| Glass Fusing Techniques | F1X8 34* | 8 | 7 | 1 |
| Leaded Glass Work | F1W1 34* | 8 | 7 | 1 |
| Painting and Firing Stained Glass Panels | F1RP 34* | 16 | 7 | 2 |
| Glass: Flameworking Techniques | F1RR 34 | 8 | 7 | 1 |
| Glass: Sandblasting | F1RW 34* | 8 | 7 | 1 |
| Art Glass: Warm Glass Casting | F1W2 35* | 16 | 8 | 2 |
| Glass Slumping: An Introduction | F1WV 34* | 8 | 7 | 1 |
| Contemporary Art Practice: Introduction to Digital Artform | F1CJ 34* | 8 | 7 | 1 |
| Contemporary Art Practice: Conceptual Processes | F1E9 34* | 8 | 7 | 1 |
| Contemporary Art: Three Dimensional Practice | F1CL 34* | 16 | 7 | 2 |
| **Work Role Effectiveness (Optional): up to 3 credits needed** | | | | |
| Work Role Effectiveness (2003) | DG6E 34 | 24 | 7 | 3 |
| Work Role Effectiveness (2003) | DG6G 35 | 24 | 8 | 3 |

***Addendum — 25 March 2011**

**G8L0 16 HND Art and Design Framework**

The following Unit has been revised and recoded for delivery from August 2011.

DF46 35 *Developing the Individual within a Team*

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

DV5R 35 *Art and Design Context*
DW9W 34 *Sculpture: An Introduction*
F1CG 35 *Mixed Media: Development*
F1CE 35 *Contemporary Art Practice: Conceptual Development*

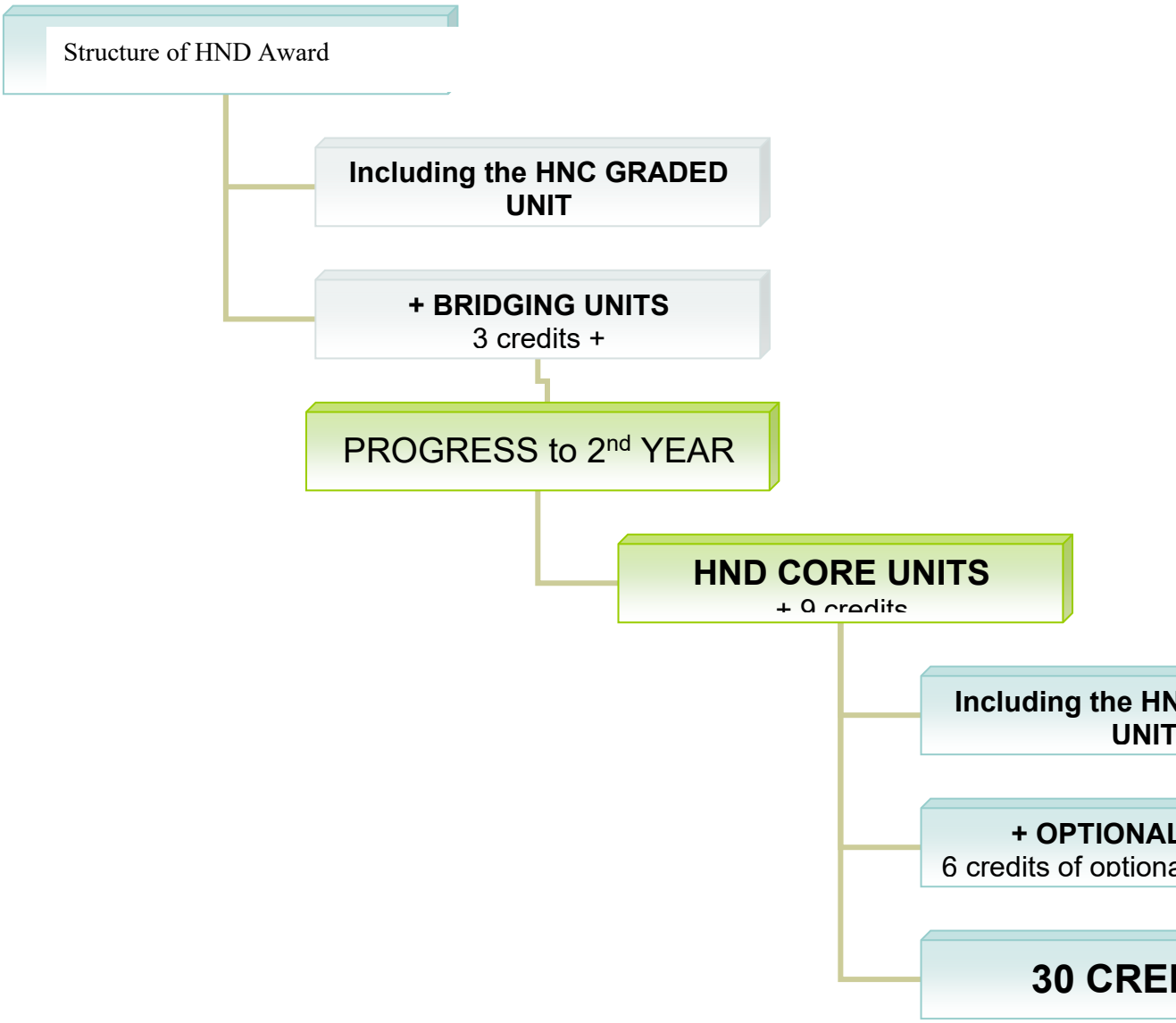
The following new Units have been added to the optional section:

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

***Addendum — 17 January 2012**

The following new Units have been added to the optional section:

DW73 34 *Design Semantics*
DW72 34 *Product Design: Illustration*
DX01 34 *Drawing for 3D Design*
DW7A 34 *Model Making: Creative*




### 5.1.3 Graded Units

All HNCs and HNDs include group award Graded Units. These are the means of ensuring that candidates have achieved the principal aims of an HNC or HND as defined in the course rationale. They do this by assessing the integration of knowledge and skills developed across the identified Units in the framework. In practice many of these are contained in the mandatory section of the group award structure.

The group award Graded Units have had a positive impact on the design and assessment of HNCs and HNDs, providing:

- differentiation of candidate achievement in meeting the principal aim(s) of the group award
- greater consistency of national standards of assessment in and across HNCs and HNDs
- smoother progression from National Qualifications to Higher National Qualifications, and improved support for articulation from Higher National Qualifications to university degree programmes

The purposes of group award Graded Units are to:

- assess the candidate's ability to retain, integrate and reapply knowledge and/or skills gained in the identified underpinning mandatory Units
- grade candidate achievement in the Graded Unit — A, B or C
- assess whether candidates have met the principal aims of the group award

**Types of Graded Unit**

Candidates will complete one single credit Graded Unit at SCQF level 7 in an HNC (8 SCQF credit points) and an additional 2 credits of Graded Unit(s) at SCQF level 8 at HND level (16 SCQF credit points).

Both Graded Units are project based Graded Units as they allow candidates to demonstrate their achievement of the principal aims of the Group Award(s) in a manner which is appropriate for the discipline. The choice of practical assignments involves candidates in the development of a range of valuable transferable skills, with candidates involved in planning, carrying out and evaluating the activity.

At HND level the Graded Unit is a double credit Unit allowing for more sustained study and personal research and investigation. At both levels candidates will complete the project independently, with tutors supervising and authenticating the evidence produced.

### 5.1.4 Core Skills Development

Core Skills are not formally assessed in the HNC/HND awards. It should be noted that although there is no mandatory entry and exit levels the recommended core skills profiles would be:

| Core Skill | Recommended Entry Level HNC | Recommended Exit Level HNC | Recommended Entry Level HND | Recommended Exit Level HND |
|---|---|---|---|---|
| Communication | SCQF level 5 | SCQF level 6 | SCQF level 6 | SCQF level 6 |
| IT | SCQF level 5 | SCQF level 5 | SCQF level 5 | SCQF level 6 |
| Numeracy | SCQF level 4 | SCQF level 5 | SCQF level 5 | SCQF level 5 |
| Problem Solving | SCQF level 5 | SCQF level 6 | SCQF level 6 | SCQF level 6 |
| Working with Others | SCQF level 5 | SCQF level 5 | SCQF level 5 | SCQF level 6 |

Further information on the development of core skills is given in Appendix 2.

## 5.2 Mapping information

Appendix 3 shows how the aims of the award(s) are met by the individual Units.

Note: Aims 1, 12 and 13 are met by the whole Group Award rather than through specific Units.

## 5.3 Articulation, professional recognition and credit transfer

The HNC/HND in Art and Design is designed to help candidates to develop the skills necessary to articulate and progress to degree level study or make the transition into employment. Selection of optional Units covering aims 2, 9 and 10 will support the development of contextual and critical studies needed for successful articulation to HEIs.

In Art and Design it is of vital importance that candidates are given the opportunity to develop their creativity, personal development, innovation and expressive visual language. Considered curricular planning through the selection of Units including the optional Units — Personal Development Planning and Developing Reflective Practice in the Visual Arts — 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 degree level programmes is often highly focused. The diagram in Appendix 4 shows a proposed selection of Units for a candidate undertaking an HND in Art and Design who intends to progress to a degree programme on completing the award.

### 5.3.1 Guidelines on Credit Transfer

It is anticipated that during the transition period that some candidates may wish to transfer from an old (1988) design rule HNC (or first part of an HND) into the new HND in Art 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 Graded Unit of 8 SCQF credit point at level 7.

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

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

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

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

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

The study of Art and Design context allows candidates to consider and reflect on the historical, contemporary and cultural issues and contexts which impact on art practice. Active learning in the form of project-based enquiries has always been a feature of the higher education Art and Design curriculum. This project based approach was adopted in the redesign of the Unit content, providing candidates with the opportunity and capacity for engaging in independent and group projects where they can refine their abilities to identify and redefine problems, raising and addressing any issues identified in this process. In many instances the outcomes of Art and Design practice combine elements of both the conceptual and the practical. In being mindful of their intended audience, candidates are involved in consideration of aesthetic and functional considerations when communicating proposals and solutions using visual presentation methods. Wider communication processes are also developed in both written and verbal form as a direct result of the ongoing interaction with their peers and tutors in both formal and informal contexts. In this way this important core skill allows for the articulation and synthesis of candidates' knowledge and understanding, in the summative process of reports and essays supported by formative development opportunities developed within the teaching and learning context of classroom delivery.

## 6.1 Sequence of Delivery

Appendix 5 provides centres with some possible examples of frameworks targeting 2-D or 3-D skills development and gives guidance on the sequencing and delivery of Units.

The HNC in Art and Design forms the first part of the HND award. It would be feasible to devise the first year of the HND programme (the HNC) in such a manner so as to give candidates a mix of two and three dimensional skills allowing candidates the opportunity and time to fully consider the direction they would like to progress at HND level. This would be at the discretion of the centre delivering the award to decide the selection of Units that could be realistically offered to candidates.

The emphasis on Personal Development Planning is highly supported by Higher Education and employers as it encourages candidates to take responsibility for their own learning and development. The inclusion of three optional Units within the framework is designed to give candidates the opportunity to develop both personal qualities and general skills in conjunction with the main subject specialism that will develop citizenship and life long learning. The process of *Personal Development Planning* will enable candidates to better identify their own skills, abilities and development needs while reviewing them in the context of their own personal educational and career aims. This in turn may be of benefit in supporting the development of autonomous learners, a key feature of the new Graded Unit rationale. The development of critical thinking and realistic goal setting and monitoring will prove beneficial in helping support the necessary project management competencies and transferable skills for successful completion of the Graded Unit projects and in future transitions to employment or HEI.

## 6.2 Re-assessment

The design principles encourage and support holistic approaches to assessment. The way that a centre re-assesses candidates is integral to the way that they manage the assessment process and will be subject to internal verification within each centre. Depending on the assessment approach used it may not always be possible to re-assess only those parts of the performance in which candidates have not satisfactorily demonstrated competence. Scenarios where this would be the case include:

- Assessments which test knowledge and other cognitive skills and where it may not be possible to extract some of the items for reassessment
- Where parts of several outcomes are involved
- Where integrated assessment tasks are used to create a single complex task

### 6.2.1 Eligibility for Re-assessment

Candidates who have not demonstrated the necessary competences may be re-assessed using an alternative assessment. Assessment writers should refer to the Unit specification for guidance on the evidence requirements, ensuring all assessment conditions are clearly followed. The reassessment should be of comparable difficulty to the original assessment instrument used by the centre.

## 6.3 Management of Graded Units

It is important that the course team carefully considers the role of Graded Unit tutor, and many awards are opting for a team approach to delivery where practicable. The Graded Unit tutor's role is to monitor and support the candidates as they complete the Graded Unit project. A self directed and autonomous activity, the tutor will be asked to ensure that candidate work is authenticated and they will be involved in ongoing tutorial sessions with candidates throughout delivery. Due to the potential wide range of skills and project topics, Graded Unit tutors will ideally have a varied and broad discipline base in addition to being experienced in assessment. For this reason it is likely that they will be an experienced team member and may also be involved in delivering some of the underpinning Unit content.

To support the effective integration and linkage of Unit content across the Group Award, a full team approach is recommended highlighting interconnectivity of content across the Units in the wider framework. All identified Units listed in the Graded Unit specification should be delivered in the early part of the academic session allowing for completion before starting the Graded Unit project in the second half of the academic session.

### 6.3.1 Re-assessment of Graded Units

If a candidate fails a project overall or wishes to upgrade, then the re-assessment of the project based Graded Unit must be made using a substantially different project. In this case the candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

Remediation can take place at any stage throughout the project and it is recommended that candidates should not progress from one stage to the next without having met the minimum evidence requirements of the previous stage.

## 6.4 Modes of Delivery

Candidates have traditionally been taken onto courses on either a part-time or full-time basis, with some course content being suitable for open or distance learning.

The HNC/HND will continue to provide opportunities for part-time candidates and contribute to the life-long learning and social inclusion agendas. Examples of part-time provision include:

1 Individualised student centred study programmes with candidates building up credits over a number of years and working towards the Group Award. Usually 'in-fill' into full-time classes either on a day or evening class basis.

2 Discrete part-time course run over 2 years for HNC or 3/4 years for HND.

3 The part-time opportunities described in 1 and 2 above can be offered in colleges or on an outreach basis, (eg community centres).

It is expected that future opportunities will include greater opportunities for open and/or online learning meeting the Scottish Executive's wider access targets for participation in education. This, combined with the increased use of new internet based technologies, will lead to the increasing development of a range of fluid and flexible delivery modes where applicable to the Unit content. Part-time candidates could also progress to university study either on a full-time or part-time basis although entry is at the discretion of the receiving institutions.

## 6.5 Development of Core Skills

The award structures offer signposted opportunities for Core Skills development contextualised and delivered within subject content in both the mandatory and optional Units. Candidates still have the ability to collate evidence of Core Skills development across the full group award should they want to gain later Core Skills certification, and centres could include a Communication Unit in the programme of study.

Research indicated that both employers and HE institutions consider that the Core Skills critical for success in Art and Design focus on the development of creative vision, the ability to interpret briefs and meet deadlines, adaptability, critical thinking and problem solving. It is these capacities, together with an associated range of professional qualities and related 'soft' skills development which market research highlighted as enabling and enhancing the HNC/HND graduate's skills in communicating with others.

Analytical thinking, complex problem solving in both familiar and unfamiliar contexts and on-going reflective evaluation are integral aspects of all practical design activities. Although there are ample opportunities within the award(s) to develop key competencies, which meet the current needs of industry, the numerical competencies that underpin work in the Art and Design are not readily reflected in the SQA Core Skills framework for Numeracy. This is because Numeracy includes two elements: Using Number and Using Graphical Information. The existing Core Skills framework is quite prescriptive emphasising mathematical and scientific applications. In Art and Design, and related creative disciplines there is a need for broader concepts of Numeracy to be developed which relate to specific disciplines and subjects. These include an in-depth understanding and practical applied demonstration of scale and perspective (interior design applications, location drawings etc), calculations in relation to balance, symmetry (3-D sculptural and site specific applications).

The QDT have produced a guide in Appendix 2 which focuses on signposted areas within the mandatory section of the award, which offer specific opportunities for skills development, although further enhancement of skills will occur in the context of the wide range of optional Units, which will be selected to meet individual vocational and personal needs. All practical teaching and learning activities of the course provide a context for developing all Core Skills to a significant level. The Graded Unit integrates and applies knowledge and skills developed during the award, and provides further opportunities for candidates to demonstrate transferable skills and a high level of achievement in a practical assignment. Core Skills in the main are not formally assessed or certificated in the HNC/HND awards, however a candidate completing these awards 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 the problem solving, and through the use of technology and computers skills in ICT will be developed. Competences in these areas are crucial for success.

For example, on completion of the Art and Design Group Award candidates will have developed art and design concepts and created and presented final art and design solutions individually and/or in groups, often engaging in oral and visual presentation of work to peers and/or tutors. Candidates will have determined strategies for art and design solutions and will have planned and managed creative projects, demonstrating project management, time management and reflective evaluation skills. Candidates will also have written essays and reports, taken part in group discussions and used technology to record, research and present work.

Staff will have to be aware of which Core Skills are being developed in which Units, and how they can effectively maintain a high profile of Core Skills development. This means that teaching and learning approaches are an important aspect of raising awareness of and in the development of signposted Core Skills. Regular course team meetings should be used to raise staff awareness of the importance of Core Skills development. If signposting and how it is done is a regular agenda item, staff can raise concerns about the best ways to do this effectively and efficiently and share good practice. This is particularly important where servicing staff are concerned. They should be encouraged to attend course team meetings, in order that there is a common approach to Core Skills development within the course.

## 6.6 Guidance Documents

SQA has produced a range of guidance documents to support the implementation of the new awards, including valuable guidance for delivery of the new Graded Units and for core skills development.

In addition assessment exemplars have been produced for some of the mandatory and optional Units in the Group Awards. A list of the exemplars available can be accessed by tutors on the Art and Design subject page on SQA's website. The assessment exemplars can be downloaded from the secure section of SQA's website.

The assessment exemplars can be used for summative assessment purposes and can be re-used in centres provided their security and integrity is assured.

All instruments of assessment used within this Group Award should be internally verified including any SQA 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.

Individual Unit specifications may make reference to e-learning and e-assessment opportunities. If using this approach centre staff are encouraged to refer to SQA's latest guidance on e-assessment.

Centre staff are strongly encouraged to refer to these documents as part of their continuing professional development.

# 7 General information for centres

On completion of the Art and Design Group Awards candidates will have developed art and design concepts and created and presented final art and design solutions individually and/or in groups, often engaging in oral and visual presentation of work to peers and/or tutors. Candidates will have determined strategies for art and design solutions and will have planned and managed creative projects, demonstrating project management, time management and reflective evaluation skills Candidates will also have written essays and reports, taken part in group discussions and used technology to record, research and present work.

Staff will have to be aware of which Core Skills are being developed in which Units, and how they can effectively maintain a high profile of Core Skills development. This means that teaching and learning approaches are an important aspect of raising awareness of and in the development of signposted Core Skills. Regular course team meetings should be used to raise staff awareness of the importance of Core Skills development. If signposting and how it is done is a regular agenda item, staff can raise concerns about the best ways to do this effectively and efficiently and share good practice. This is particularly important where servicing staff are concerned. They should be encouraged to attend course team meetings, in order that there is a common approach to Core Skills development within the course.

The decision to incorporate project based Graded Units in the award promotes the integration and application of knowledge and skills developed during the HNC/HND awards, and provides further opportunities for candidates to demonstrate transferable key skills and a high level of achievement. All practical teaching and learning activities of the course provide a context for developing Core Skills to a significant level beyond those recommended at entry.

## 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)**.

# 8 General information for candidates

The HNC and HND group awards in Art and Design 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, and have been designed to provide a broad base of related art and design based skills necessary for transition to employment or future study. The HNC/HNDs have a strong emphasis on visual literacy and will involve you in critical and contextual studies. The assessment process will include a mix of product and process based activities, with strong involvement in practical activities and project work.

Core Skills opportunities have been signposted across the group awards giving you the opportunity to achieve a high level of competence in the areas of Communication and Problem Solving. Information Technology (IT), Numeracy, and Working with Others will also be developed within the group awards with the Core Skills content being contextualised within the subject content of the discipline. Maintaining a high level of Core Skills is essential within the awards in order to ensure that you are fully prepared, academically, to progress into Higher Education or to find employment, and so the new structures will provide strong pathways of progression for those who wish to access Higher Education.

The breadth of subject provision across the Group Awards has the potential to equip you with a wide and diverse skills set. The attainment of the requisite standards for Unit passes will demand the use of a range of study techniques as well as the development of personal skills and attitudes which will be of value in life and work.

Art and Design Group Award mandatory and optional Units can also be found in the following frameworks:

- HNC/D Computer Arts and Design
- HNC/D 3D Design
- HNC/D Visual Communication
- HNC/D Contemporary Art Practice

## 8.1 Progression Routes and Onward Destinations

The qualifications 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 possible onward destinations include:

- Gray's School of Art, The Robert Gordon University
- Duncan of Jordanstone, University of Dundee
- Edinburgh College of Art, Heriot Watt University
- Glasgow School of Art, University of Glasgow
- University of the Highlands and Islands (UHI Millenium Institute)
- University of Paisley
- Glasgow Caledonian University
- Heriot Watt University
- Cumbria Institute of the Arts
- Forth Valley College
- University of Paisley

Some of the possible employment opportunities include:

- Practising artists/designers
- Applied artists/designers
- Artists materials suppliers
- Illustrators
- Community artists/community arts organisers
- Ceramicists
- Fashion/textile designers
- Artist printmakers
- Gallery proprietors/curators
- Art workers — healthcare

# 9 Glossary of terms

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

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

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

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

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

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

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

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

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

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

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

# 10 Appendices

Appendix 1: Progression Route to Employment

Appendix 2: Core Skills Development

Appendix 3: Mapping of General and Specific Aims to the Group Awards Structures

Appendix 4: Progression Route to Higher Education

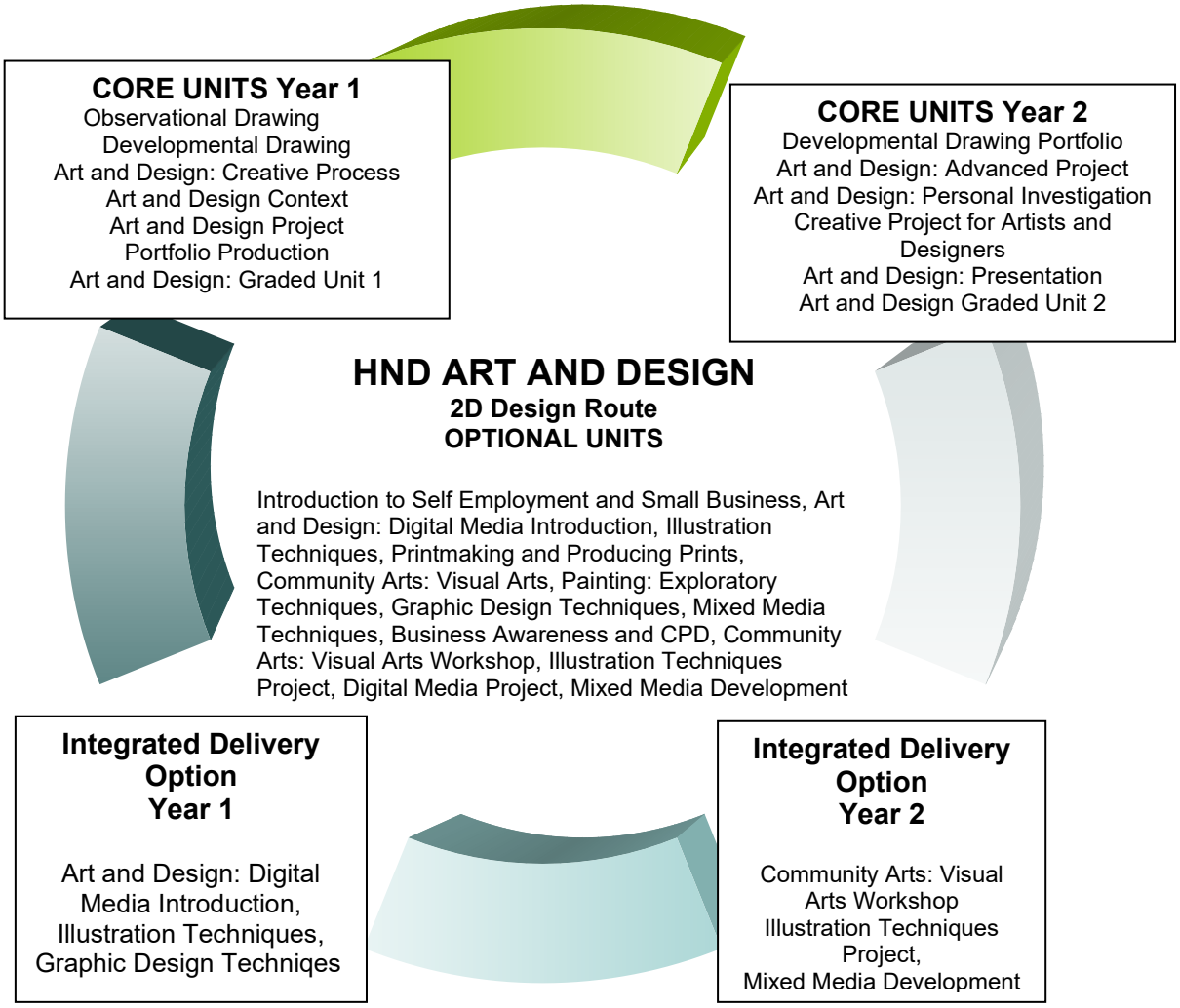
Appendix 5: Delivery Options

See following pages for appendices.

# Appendix 1

## Progression Route to Employment

*Figure (i) – Progression route to Employment*



# Appendix 2

## Core Skills Development

The entry and exit Core Skills levels, within the HNC/HND Art and Design awards, are:

| Core skill | Entry Profile HNC | Exit Profile HNC | Entry Profile HND | Exit Profile HND |
|---|---|---|---|---|
| **Communication** | **SCQF level 5** | **SCQF level 6** | **SCQF level 6** | **SCQF level 6** |
| **Information Technology** | **SCQF level 5** | **SCQF level 5** | **SCQF level 5** | **SCQF level 6** |
| **Numeracy** | **SCQF level 4** | **SCQF level 5** | **SCQF level 5** | **SCQF level 5** |
| **Problem Solving** | **SCQF level 5** | **SCQF level 6** | **SCQF level 6** | **SCQF level 6** |
| **Working with Others** | **SCQF level 5** | **SCQF level 5** | **SCQF level 5** | **SCQF level 6** |

**SCQF level 4**
When using a particular Core Skill, the candidate will have some responsibility for taking decisions about putting the skill into action. Often the Core Skill will be used in a managed environment, but sometimes the candidate will need to use the skill without close supervision.

**SCQF level 5**
When using a particular Core Skill, the candidate will need to take decisions about how to select and apply the skill to meet the demands of activities, which might sometimes be complex.

**SCQF level 6**
When using a particular Core Skill, the candidate will be given responsibility for making decisions about how to use the Core Skill within the context, which will often be a challenging or unfamiliar one. The candidate will analyse, plan, and manage his/her own use of the Core Skill in complex activities.

## Core Skills Signposting in the Group Awards

'**Signposting**' means identifying opportunities for developing Core Skills (or components) other than those that can be summatively assessed and certificated. This allows the range of opportunities to develop Core Skills through teaching and learning to be utilised and highlights these opportunities to those delivering and managing the Units.

These opportunities include:

- Knowledge and skills — which should be indicated in the knowledge and skills section of the Unit specification, eg producing a report, graph production. You could then expand the way the knowledge and skills cover Core Skill development in the Support Notes section.

- Formative assessment — which should be indicated in the Support Notes in a Unit as part of learning and teaching strategies.

- Summative assessment — this might meet the requirement for part of a Core Skills component but either is not sufficient to gain a whole component or only meet the requirement at general skill level. Opportunities to achieve partial Core Skills through summative assessment using a particular instrument of assessment should be indicated in the assessment guidelines and/or in the Support Notes.

- Teaching and delivery — this has the potential to cover many aspects of Core Skills depending on the subject taught. This may also be closely related to candidate work and learning. Opportunities provided by teaching and delivery should be indicated as suggested activities in the support notes in Unit specifications, eg the use of group work in the classroom or seminar presentations by candidates.

- Candidate work/learning — independent research, additional work in library, working with others in groups. This may be closely related to teaching and delivery. Opportunities provided by candidate work/learning should be indicated as suggested activities in the support notes in Unit specifications.

The strength of opportunities to develop Core Skills will vary depending on three factors. These are:

- volume and consistency of the opportunities (eg once only, all through the Unit)
- the ways the opportunities are developed (eg formative assessment, teaching, student research)
- how closely the opportunity matches the Core Skills framework, at which part (eg general skills, specific skills), and which level.

These factors will overlap and therefore will affect the *relative* strength of opportunities to develop Core Skills. Where Core Skills are signposted, the Core Skills and levels are indicated in three places:

- the Core Skills statement on the first page of the specification
- the Support Notes
- if applicable, in the Assessment Guidelines section

**Unit Specification**
The Core Skills statement on page 1 of the Unit specification gives details of any Core Skills that are automatically certificated. If there are opportunities to develop Core Skills that are not automatically certificated, the Core Skill and its level should be indicated in this section. Information on how this might be done is given in the support notes and, if applicable, in the Assessment Guidelines.

**Support Notes**
The support notes will give details of the Core Skills that might be developed and their levels. They should give details of the way they might be developed, eg through particular teaching or learning strategies, student self-study, formative assessment.

**Assessment Guidelines**
Opportunities to develop Core Skills can be described in the Assessment Guidelines if a particular Instrument of Assessment or an Assessment Strategy lends itself to candidates developing a particular skill or generating evidence towards a Core Skill. The Core Skill and level will also be indicated.

**Core Skills Development Opportunities within Units**

| Unit No | Unit Name | Written Communication — Reading | Written Communication — Writing | Oral Communication | Problem Solving — Planning and Organising | Problem Solving — Critical Thinking | Problem Solving — Reviewing and Evaluating | IT | Working with Others | Numeracy — Using Number | Numeracy — Using Graphical Information |
|---|---|---|---|---|---|---|---|---|---|---|---|
| DV5T 34 | Art and Design: Creative Process | X | | | | | | | | | |
| 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 | |
| F1X2 34 | Art and Design: Graded Unit 1 | X | X | | X | X | X | | | X | |
| DE3R 34 | Personal Development Planning | | X | X | X | X | X | X | | X | X |
| F1H6 35 | Developing Reflective Practice in the Visual Arts | | X | | X | X | X | | | | |
| DV9C 34 | Portfolio Production | | | X | X | X | X | | | | |
| DV9A 34 | Observational Drawing | | | X | X | X | X | | | | |
| DV96 34 | Developmental Drawing | | | X | | X | X | | | | |
| F1W6 34 | Art and Design: Digital Media Introduction | | | | | | | X | | | |
| DX03 34 | Art and Design: Cultural Identity | | | | | | | | X | | |
| F1TP 35 | Art and Design Project: Fashion/Performance Costume | | | | | | | | X | | |

## Core Skills Development Opportunities within Units

| | |
|---|---|
| **Communication (Reading)** | **Art and Design: Creative Process**<br>This Unit provides candidates with a vehicle for the exploration of the process, the development of visual language and an introduction to critical evaluation. Candidates will therefore be involved in the gathering and reading of materials.<br><br>**Art and Design Context**<br>Research into social, political, technological, ecological and contemporary categories — identification and sourcing of complex material on historical and contemporary aspects of selected area of art and design.<br><br>**Art and Design: Graded Unit 1**<br>Planning and Developing a Practical Assignment — extracting, evaluating and summarising complex information from a range of data sources.<br><br>Additional opportunities will be developed within and across other Units.<br>Knowledge and skills across the award will require in-depth study and evaluation of a range of complex reading materials. |
| **Communication (Writing)** | **Art and Design Project**<br>Presentation of relevant materials, including market analysis, existing design examples, mood boards, examples of production materials and methods.<br><br>**Art and Design: Graded Unit 1**<br>Presentation of well structured extended reports of the Planning, Development and Evaluation of the practical assignment.<br><br>**Art and Design Context**<br>Analytical report on key factors in selected area of study including visual materials and reference sources of not less than 1,500 words.<br><br>**Personal Development Planning/Developing Reflective Practice in the Visual Arts**<br>Candidates may select to present their assessment evidence in written form.<br><br>Additional opportunities will be developed within and across other Units.<br><br>Candidates completing the new group award will have to report on and document activities to professional standards of content. The standard of design and presentation of materials, which communicate effectively and with impact to a specific brief is necessary for success. |

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|---|---|
| **Communication (Oral)** | **Portfolio Production**<br>Oral presentation of folio to client.<br><br>**Art and Design Project**<br>Oral critiques to review progress.<br><br>**Art and Design Context**<br>Analytical oral presentation (option) of 15 minutes on key factors affecting selected area of study including visual materials.<br>Oral presentation is an assessment option for reporting in several Units. Class group discussions and in-depth reviews with assessors throughout the course will additionally support verbal exploration of complex design issues and problem solving approaches.<br><br>Additional opportunities will be developed within and across other Units — teaching and learning approaches using class based critiques and ongoing oral presentation of work to peer group and tutor.<br><br>**Developmental Drawing**<br>**Observational Drawing**<br>**Personal Development Planning**<br>**Communication: Practical Skills** |
| **Problem Solving (Planning and Organising)** | **Observational Drawing**<br>Selecting imagery for visual research; planning and selecting materials media and techniques; time management.<br><br>**Art and Design: Creative Process**<br>Applying skills to analyse requirements of a given brief and to design, integrate and output effective materials appropriate for audience and purpose<br>Researching a Practical Assignment, including aspects such as identifying and analysing components of a design task to meet a remit within resources.<br><br>**Art and Design Context**<br>Identification of potential subject areas; identification and collation of resource material.<br><br>**Portfolio Production**<br>Development of critical thinking in the planning and preparation of a portfolio for a specific purpose/audience.<br><br>**Art and Design: Graded Unit 1**<br>In this practical assignment candidates will have to engage in planning and organising where they demonstrate their understanding and analysis of a project brief. This will involve the identifying of research sources and the collation of relevant materials and resources for the later development stage. |

| | |
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| | **Personal Development Planning/ Developing Reflective Practice in the Visual Arts**<br>All elements of the Core Skill will be critical to the award which involves throughout an analytical and evaluative approach to problem solving in the context of effective visual communication. Analysis, strategic planning and implementation of a range of practical activities and evaluation of effectiveness of solutions selected are integral to the design process activities. Continuous review, modification and updating in response to developments is critical to achievement. |
| **Problem Solving (Critical Thinking)** | **Observational Drawing/Developmental Drawing**<br>Ongoing reflection and critical review of the effectiveness of media, materials and processes.<br><br>**Art and Design Project**<br>Analysing requirements, identifying and allocating appropriate resources, producing and presenting a design to a brief. Developmental processes involving high level critical thinking and analysis, comparing progress with the requirements of the brief.<br><br>**Art and Design Context**<br>Development of critical thinking skills in the analysis of art and design practice.<br><br>**Portfolio Production**<br>Justification and rationale behind the selection of imagery and the sequencing of content, analysing and evaluating the visual impact of the folio.<br><br>**Art and Design: Graded Unit 1**<br>In this practical assignment candidates will have to engage in analysis and critical analysis throughout the project, ensuring that they adhere to identified design issues, constraints and limitations where identified. The critical thinking process will be used to identify and select appropriate developmental approaches leading to the production of a final artifact.<br><br>**Personal Development Planning/Developing Reflective Practice in the Visual Arts**<br>Identification of skills and weaknesses and critical review of development potential including the identification of resources to support personal development and in the determining of defined goals and objectives. |

| | |
|---|---|
| **Problem Solving (Reviewing and Evaluating)** | **Observational Drawing/Developmental Drawing**<br>Reviewing and evaluating imagery and underlying processes which support the development of visual literacy.<br><br>**Art and Design Project**<br>Undertaking the assignment, with on-going analysis of performance against brief and targets. Evaluation of effectiveness, reassessment of objectives and revision of goals.<br><br>**Art and Design Context**<br>Undertaking the assignment, with on-going analysis and evaluation of factors influencing and shaping the visual arts.<br><br>**Portfolio Production**<br>Reviewing and evaluating the presentation of the portfolio — product and process.<br><br>**Art and Design: Graded Unit 1**<br>In this practical assignment candidates will have to produce a detailed evaluation of both the product and the creative process, analysis the impact and effectiveness of their approaches and methodologies and identify further opportunities for personal development.<br><br>**Personal Development Planning/ Developing Reflective Practice in the Visual Arts**<br>Evaluation of the action plan and the meeting of set targets. |
| **Information Technology** | **Art and Design Project/Art and Design Context**<br>Use of the internet as a means of research and as a media for developmental purposes depending on the subject areas selected for the scope of the activities. Professional presentation standards are supported by the use of technology.<br><br>Internet research and current professional practice will provide essential underpinning knowledge for the art and design award.<br><br>**Personal Development Planning**<br>Development potential of e-portfolio or blogs/wickis as a means for documenting and supporting the development of reflective practice. IT skills development where chosen as a focused goal. |

| | |
|---|---|
| | **Art and Design Project /Graphic Design Techniques/Art and Design: Digital Media Introduction**<br>Using IT equipment and appropriate range of software to analyse, design, integrate and output materials. Security considerations and the managing of any technical problems will be a routine aspect of good practice. |
| **Working With Others** | **Art and Design Project/Community Arts: Visual Arts**<br>**Art and Design Cultural Identity**<br>**Art and Design: Fashion/Performance Costume**<br>Potential for larger collaborative group work projects using multidisciplinary approaches within the listed Units. |
| **Numeracy (Using Number)** | **Art and Design Project**<br>**Art and Design: Graded Unit 1**<br>Assessing, calculating and preparing project costing and budgets impact on the Planning stage of the practical assignment.<br><br>**Personal Development Planning**<br>Development potential where chosen as a focused goal. |
| **Numeracy (Using Graphical Information)** | **Personal Development Planning**<br>Development potential where chosen as a focused goal. |

# Appendix 3

## Mapping of General and Specific Aims to the Group Awards Structures

| Unit Code | Unit Title | Aims |
|---|---|---|
| DV9A 34 | Observational Drawing | 9, 11 |
| DV96 34 | Developmental Drawing | 2, 11 |
| DV5T 34 | Art and Design: Creative Process | 2, 3, 11 |
| DV5W 35 | Art and Design Project | 2, 3, 8, 10,11 |
| DV5R 35 | Art and Design Context | 2, 3, 4, 6, 9, 10 |
| DV9C 34 | Portfolio Production | 2, 3,8, 11 |
| F1X2 34 | Art and Design: Graded Unit 1 | 2, 3, 4, 6, 8, 9, 11 |
| DX31 35 | Developmental Drawing Portfolio | 2, 9, 11 |
| DX2Y 35 | Creative Project for Artists and Designers | 2, 3, 8, 10,11 |
| F1D8 35 | Art and Design: Advanced Project | 2, 3, 8, 10,11 |
| F0MF 35 | Art and Design Context: Personal Investigation | 2, 3, 4, 6, 9, 10 |
| F1H3 35 | Art and Design: Presentation | 2, 4, 11 |
| F1X3 35 | Art and Design: Graded Unit 2 | 2, 3, 4, 6, 8, 9, 10, 11 |
| DE3R 34 | Personal Development Planning | 2, 3, 4, 6, 7,9,10,11 |
| DE1K 33 | Workplace Communication in English | 4 |
| D77G 34 | Communication: Practical Skills | 4 |
| DX03 34 | Art and Design: Cultural Identity | 2, 3, 8, 10,11 |
| DV98 34 | Life Drawing | 9, 11 |
| F1TC 34 | Life Painting: Introduction | 9, 11 |
| F1N0 35 | Painting: Exploratory Techniques | 9, 11 |
| DV92 34 | Printmaking and Producing Print | 9, 11 |
| DW6C 34 | Photography: An Introduction | 9, 11 |
| F1TD 34 | Public Art: Introduction | 9, 11 |
| DW9W 34 | Sculpture: An Introduction | 9, 11 |
| F1MT 34 | Community Arts: Visual Arts | 8, 9, 11 |
| F1W6 34 | Art and Design: Digital Media Introduction | 9, 11 |
| F1TX 34 | Illustration Techniques | 9, 11 |
| F1MW 34 | Graphic Design Techniques | 9, 11 |
| F1MX 34 | Jewellery Design and Production | 9, 11 |
| F1H1 34 | Art and Design: Textiles | 9, 11 |
| F1W8 34 | Art and Design: Fashion/Performance Costume | 9, 11 |
| F1TR 34 | Ceramics: Hand Built | 9, 11 |
| F1H0 34 | Mixed Media Techniques | 8, 9, 11 |
| F1W7 34 | Experimental Glass: Design and Production | 9,11 |
| A6HD 34 | Introduction to Self-Employment and Small Business | 5, 7 |
| DG6E 34 | Work Role Effectiveness (2003) | 5, 7 |
| DG3D 35 | Business Awareness and Continuing Personal Development | 7, 9 |
| F1D6 35 | Philosophical Aesthetics: An Introduction | 2, 4 |

| | | |
|---|---|---|
| F1H2 35 | Art and Design: Freelance Working Skills | 2, 5 |
| DF46 35 | Developing the Individual Within a Team | 5 |
| F1H6 35 | Developing Reflective Practice in the Visual Arts | 2, 3, 4, 6, 7, 9 |
| DX39 35 | Life Drawing Portfolio | 9, 11 |
| F1W5 35 | Life Painting Portfolio | 9, 11 |
| F1TN 35 | Painting Project | 9, 11 |
| DX38 35 | Observational Drawing Portfolio | 9, 11 |
| DX64 35 | Printmaking in Multiple Layers | 9, 11 |
| DW83 35 | Photography: Environment | 9, 11 |
| F1CG 35 | Mixed Media Development | 8, 9,11 |
| F1TY 35 | Art and Design: Digital Media Project | 9, 11 |
| F1H7 35 | Illustration Techniques Project | 9, 11 |
| F1TV 35 | Graphic Design Techniques: Advanced | 9, 11 |
| F1MY 35 | Jewellery Project | 9, 11 |
| F1H4 35 | Art and Design Project: Textiles | 9, 11 |
| F1TP 35 | Art and Design Project: Fashion/Performance Costume | 9, 11 |
| F1TS 35 | Ceramics: Project | 9, 11 |
| F1TB 35 | Public Art: Project | 8, 9, 11 |
| F1MV 35 | Community Arts: Visual Arts Workshop | 8, 9, 11 |
| F1TT 35 | Glass Project | 9, 11 |
| F1CW 35 | Sculpture Development | 9, 11 |
| F1CE 35 | Contemporary Art Practice: Conceptual Development | 2, 3.9,11 |

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 also key 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 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 also highly encouraged within the awards and opportunities exist to undertake a formal Unit within the subject.

# Appendix 4

## Progression Route to Higher Education

*Figure (ii) – Progression route to Higher Education*

**CORE UNITS Year 1**

Observational Drawing
Developmental Drawing
Art and Design: Creative Process
Art and Design Context
Art and Design Project
Portfolio Production
Art and Design: Graded Unit 1

**CORE UNITS Year 2**

Developmental Drawing Portfolio
Art and Design: Advanced Project
Art and Design Context: Personal Investigation
Creative Project for Artists and Designers
Art and Design: Presentation
Art and Design Graded Unit 2

**Integrated Delivery Options Year 1**

Life Drawing, Life Painting: Introduction
Jewellery Design and Production
Art and Design: Fashion/Performance Costume

**Integrated Delivery Options Year 2**

Contemporary Art Practice: Conceptual Development
Art and Design: Textiles
Art and Design Project: Fashion/Performance Costume
Painting Project
Life Drawing Portfolio

# Appendix 5

## Delivery Options

A range of potential combinations of subjects and disciplinary areas can be selected to meet the required flexibility for a national award. Four of these potential routes for HNC and HND are indicated in the tables below.

**HNC Art and Design — 2 D focus**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D | V | 9 | A | | 3 | 4 | Observational Drawing | 1 |
| D | V | 9 | 6 | | 3 | 4 | Developmental Drawing | 1 |
| D | V | 5 | T | | 3 | 4 | Art and Design: Creative Process | 1 |
| D | V | 5 | W | | 3 | 5 | Art and Design Project | 1 |
| D | V | 5 | R | | 3 | 5 | Art and Design Context | 1 |
| D | V | 9 | C | | 3 | 4 | Portfolio Production | 1 |
| F | 1 | X | 2 | | 3 | 4 | Art and Design: Graded Unit 1 | 1 |

Plus 5 additional credits for a 12 credit HNC, or 8 credits for first year 15 credit HND award

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D | X | 0 | 3 | | 3 | 4 | Art and Design: Cultural Identity | 1 |
| D | V | 9 | 8 | | 3 | 4 | Life Drawing | 1 |
| F | 1 | T | C | | 3 | 4 | Life Painting: Introduction | 1 |
| F | 1 | N | 0 | | 3 | 5 | Painting: Exploratory Techniques | 1 |
| D | V | 9 | 2 | | 3 | 4 | Printmaking and Producing Print | 1 |
| F | 1 | W | 6 | | 3 | 4 | Art and Design: Digital Media Introduction | 1 |
| F | 1 | T | X | | 3 | 4 | Illustration Techniques | 1 |
| F | 1 | M | W | | 3 | 4 | Graphic Design Techniques | 1 |

**HNC Art and Design — 3 D focus**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D | V | 9 | A | | 3 | 4 | Observational Drawing | 1 |
| D | V | 9 | 6 | | 3 | 4 | Developmental Drawing | 1 |
| D | V | 5 | T | | 3 | 4 | Art and Design: Creative Process | 1 |
| D | V | 5 | W | | 3 | 5 | Art and Design Project | 1 |
| D | V | 5 | R | | 3 | 5 | Art and Design Context | 1 |
| D | V | 9 | C | | 3 | 4 | Portfolio Production | 1 |
| F | 1 | X | 2 | | 3 | 4 | Art and Design: Graded Unit 1 | 1 |

Plus 5 additional credits for a 12 credit HNC, or 8 credits for first year 15 credit HND award

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D | E | 3 | R | | 3 | 4 | Personal Development Planning | 1 |
| F | 1 | T | D | | 3 | 4 | Public Art: Introduction | 1 |
| D | W | 9 | W | | 3 | 4 | Sculpture: An Introduction | 1 |
| F | 1 | M | T | | 3 | 4 | Community Arts: Visual Arts | 1 |
| F | 1 | W | 8 | | 3 | 4 | Art and Design: Fashion/Performance Costume | 1 |
| F | 1 | T | R | | 3 | 4 | Ceramics: Hand Built | 1 |
| F | 1 | M | X | | 3 | 4 | Jewellery Design and Production | 1 |
| F | 1 | W | 7 | | 3 | 4 | Experimental Glass: Design and Production | 1 |

**HND Art and Design — 2-D focus**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D | V | 9 | A | | 3 | 4 | Observational Drawing | 1 |
| D | V | 9 | 6 | | 3 | 4 | Developmental Drawing | 1 |
| D | V | 5 | T | | 3 | 4 | Art and Design: Creative Process | 1 |
| D | V | 5 | W | | 3 | 5 | Art and Design Project | 1 |
| D | V | 5 | R | | 3 | 5 | Art and Design Context | 1 |
| D | V | 9 | C | | 3 | 4 | Portfolio Production | 1 |
| F | 1 | X | 2 | | 3 | 4 | Art and Design: Graded Unit 1 | 1 |
| D | X | 3 | 1 | | 3 | 5 | Developmental Drawing Portfolio | 1 |
| D | X | 2 | Y | | 3 | 5 | Creative Project for Artists and Designers | 1 |
| F | 0 | M | F | | 3 | 5 | Art and Design Context: Personal Investigation | 1 |
| F | 1 | D | 8 | | 3 | 5 | Art and Design: Advanced Project | 2 |
| F | 1 | H | 3 | | 3 | 5 | Art and Design: Presentation | 2 |
| F | 1 | X | 3 | | 3 | 5 | Art and Design: Graded Unit 2 | 2 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D | V | 9 | 8 | | 3 | 4 | Life Drawing | 1 |
| F | 1 | T | C | | 3 | 4 | Life Painting: Introduction | 1 |
| F | 1 | N | 0 | | 3 | 5 | Painting: Exploratory Techniques | 1 |
| D | V | 9 | 2 | | 3 | 4 | Printmaking and Producing Print | 1 |
| F | 1 | W | 6 | | 3 | 4 | Art and Design: Digital Media Introduction | 1 |
| F | 1 | T | X | | 3 | 4 | Illustration Techniques | 1 |
| F | 1 | M | W | | 3 | 4 | Graphic Design Techniques | 1 |
| D | X | 3 | 9 | | 3 | 5 | Life Drawing Portfolio | 1 |
| F | 1 | W | 5 | | 3 | 5 | Life Painting Portfolio | 1 |
| F | 1 | T | N | | 3 | 5 | Painting Project | 2 |
| D | X | 6 | 4 | | 3 | 5 | Printmaking in Multiple Layers | 1 |
| D | W | 8 | 3 | | 3 | 5 | Photography: Environment | 1 |
| F | 1 | C | G | | 3 | 5 | Mixed Media Development | 2 |

**HND Art and Design — 3-D focus**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D | V | 9 | A | | 3 | 4 | Observational Drawing | 1 |
| D | V | 9 | 6 | | 3 | 4 | Developmental Drawing | 1 |
| D | V | 5 | T | | 3 | 4 | Art and Design: Creative Process | 1 |
| D | V | 5 | W | | 3 | 5 | Art and Design Project | 1 |
| D | V | 5 | R | | 3 | 5 | Art and Design Context | 1 |
| D | V | 9 | C | | 3 | 4 | Portfolio Production | 1 |
| F | 1 | X | 2 | | 3 | 4 | Art and Design: Graded Unit 1 | 1 |
| D | X | 3 | 1 | | 3 | 5 | Developmental Drawing Portfolio | 1 |
| D | X | 2 | Y | | 3 | 5 | Creative Project for Artists and Designers | 1 |
| F | 0 | M | F | | 3 | 5 | Art and Design Context: Personal Investigation | 1 |
| F | 1 | D | 8 | | 3 | 5 | Art and Design: Advanced Project | 2 |
| F | 1 | H | 3 | | 3 | 5 | Art and Design: Presentation | 2 |
| F | 1 | X | 3 | | 3 | 5 | Art and Design: Graded Unit 2 | 2 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D | E | 3 | R | | 3 | 4 | Personal Development Planning | 1 |
| F | 1 | T | D | | 3 | 4 | Public Art: Introduction | 1 |
| D | W | 9 | W | | 3 | 4 | Sculpture: An Introduction | 1 |
| F | 1 | M | T | | 3 | 4 | Community Arts: Visual Arts | 1 |
| F | 1 | W | 8 | | 3 | 4 | Art and Design: Fashion/Performance Costume | 1 |
| F | 1 | T | R | | 3 | 4 | Ceramics: Hand Built | 1 |
| F | 1 | M | X | | 3 | 4 | Jewellery Design and Production | 1 |
| F | 1 | W | 7 | | 3 | 4 | Experimental Glass: Design and Production | 1 |
| F | 1 | M | Y | | 3 | 5 | Jewellery Project | 1 |
| F | 1 | T | S | | 3 | 5 | Ceramics: Project | 1 |
| F | 1 | T | B | | 3 | 5 | Public Art: Project | 1 |
| F | 1 | M | V | | 3 | 5 | Community Arts: Visual Arts Workshop | 1 |
| F | 1 | T | T | | 3 | 5 | Glass Project | 1 |
| F | 1 | C | W | | 3 | 5 | Sculpture Development | 2 |

## Sequence of Delivery

Centres should where practicable ensure that all Unit content identified in the Graded Unit specification is delivered as early as practicable in the course. Individual Units contain advice regarding the knowledge and skills a candidate may require to fully benefit from completing that Unit. This may influence a centre regarding the order of delivery of Units and the timing of the Graded Unit(s). For this reason it is recommended that delivery takes place in the second half of the academic session, after most of the supporting Unit content has been completed.