



## **Arrangements for:**

**Higher National Certificate in Music at  
SCQF level 7 (G7KC 15)**

**and**

**Higher National Diploma in Music at  
SCQF level 8 (G804 16)**

**Validation date: August 2005**

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**Version: 08 (March 2017)**

## **Acknowledgement**

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

## History of changes

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

**NOTE:** Where a Unit is revised by another Unit:

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

Version number	Description	Date
08	<b>Revision of Unit:</b> DV0M 34 Work Experience has been replaced in both HND and HNC frameworks by HJ4W 34 Work Placement and will finish on 31/07/2019.	29/03/17
07	Work experience (DV0M 34) unit added as an optional Unit to both frameworks.	18/12/15
06	<i>Intellectual Property</i> (F7FH 33) added as an optional Unit to both frameworks.	12/08/14
05	DM0W 34 <i>Creative Project</i> finish date removed and H4A2 34 <i>Creative Content Generation</i> removed from frameworks.	06/05/14
04	<b>Revision of Unit:</b> DM0W 34 <i>Creative Project</i> has been revised by H4A2 34, <i>Creative Content Generation</i> . The old unit will finish on 31/07/2015.	Sept 2013
03	<b>Changes to codes:</b> <i>Music History 1</i> from DJ2K 35 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H1M9 34*. <i>Music History 2</i> from DR13 35 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H1M6 35*. <i>Recording Techniques for Musicians 1</i> from DJ34 34 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H1LW 34*. <i>Recording Techniques for Musicians 2</i> from DR1C 35 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H1LX 35*. <i>Sound Production Theory 1</i> from DJ37 34 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H1M1 34*. <i>Digital Audio Workstation 2</i> from DJ23 34 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H1M4 34*. <i>Music Theory 2</i> from DR1G 35 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H1M8 35*. <b>Changes to codes and titles:</b> <i>Practical Musicianship</i> F605 34 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) changed to <i>Professional Practice for Musicians</i> H1LV 34*. <i>Information and Communication Technology for Music Industry Promotion</i> DR0W 35 ( <i>lapse date 31/07/2011, finish date 31/07/2013</i> ) changed to <i>Music Industry Digital Communication</i> FN1A 35*. <b>Added to frameworks:</b> <i>Intellectual Property</i> FT2D 12, <i>Music: Organising a Community-based Musical Activity</i> F5E6 13 and <i>Music Business: Research Project</i> DR0Y 35.	08/08/12
02	New Units added to optional section of framework.	11/09/11



## Contents

1	Introduction .....	1
2	Rationale for the development of the Group Award .....	2
2.1	Background .....	2
2.2	Current demand for awards under review .....	3
2.3	Review Process.....	4
2.3.1	Consultation Process.....	4
2.3.2	Feedback of consultation.....	4
2.3.3	Qualification Design Team/Steering Group .....	4
2.3.4	Revised HN Music .....	5
2.4	Target Audience .....	6
2.5	Relationship to other SQA qualifications .....	6
2.6	Progression Routes and Onward Destinations .....	6
3	Aims of the Group Award .....	7
3.1	HNC/HND Music Specific Aims.....	8
3.2	Realisation of Aims by Unit and Award .....	8
4	Access to Group Award .....	9
5	Group Award structure.....	10
5.1	Framework .....	11
5.2	Type of Graded Unit .....	14
6	Approaches to delivery and assessment .....	26
6.1	Content and Context .....	26
6.2	Delivery and Assessment.....	26
6.3	Open Learning.....	27
7	General information for centres .....	27
8	General information for candidates.....	28
9	Glossary of terms.....	28

# 1 Introduction

This is the Arrangements Document for the Higher National Certificate in Music at SCQF level 7 (G7KC 15) and Higher National Diploma in Music at SCQF level 8 (G804 16), which were validated in August 2005. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

To have any possibility of success as a performer in the music industry relies on a number of factors. Instrumental ability, including singing, is obviously a major characteristic however, having an understanding of business practice as well as the technical issues of the industry have become just as important. Successful musicians within the music industry are not only highly skilled technicians; they are highly versatile and have developed knowledge of the practices of the industry.

This new qualification is presented to meet the challenges of the music industry in the 21st century. This is the Arrangements Document for the revised Group Award: Higher National Certificate/Diploma in Music and the associated Graded Units. All other component Units have been validated separately, and have been written or re-written according to the new design principles.

The HND develops further the knowledge, skills and competencies of the HNC qualification while focusing on specific aspects of the industry. These aspects are key to preparing candidates for roles that require creativity and creative thinking, critical analysis, planning, and reflection. The qualification demands a high level of self-management and responsibility for action, which is distinct from the HNC award.

Candidates undertaking this HNC/HND will examine the industry from a number of perspectives. They will have an opportunity to develop their musicianship, study appropriate business areas as well as technology. In addition, candidates will undertake and present credible research in areas of practice offering potential future employment.

This Group Award provides an opportunity for candidates to prepare themselves for a career in the music industry as, in the main, a musician/performer. It will equip those seeking such a career with a rigorous and relevant educational experience to enhance their aims and career goals. The Group Award, launched in August 2005, is designed to meet employers' and candidates' expressed needs and priorities. It will develop practical musicianship competences and key music industry business and technical skills through in-depth study of the current music industry.

## 2 Rationale for the development of the Group Award

### 2.1 Background

SQA has certificated Music qualifications for over 20 years. In general, these qualifications were unrelated and fairly disparate because each was devised and written by a particular centre. The proliferation in Units continued up until 1998. Units were written that were, in essence, similar with only minor differences.

In 2002 a consortium of six colleges opened dialogue with SQA to discuss how to prevent further duplication of provision and move forward. A decision was taken to set up a national consortium to review the qualifications and rationalise the SQA catalogue in Music. All interested parties from further education were invited to participate.

This document is the outcome of that review, addressing the national requirement for standardisation with the creation of a Group Award with sufficient optional Units to meet local specialism or demand. The qualification was, in the first instance, developed up to 1st year HND, which encapsulates HNC, and is titled HNC/HND in Music.

It is anticipated that the new structure will provide progression pathways for candidates who wish to access Higher Education. This will be in line with the Scottish Credit and Qualifications Framework (SCQF). The title reflects the aims and objectives of the Group Award and is intended for candidates who have an interest in music and wish to pursue music as a career. A prerequisite is an ability to play one or more instruments — this would be demonstrated at an audition at the time of interview. The Group Award is designed, in the first instance, to be delivered as a full time study programme.

Career opportunities may include the following:

- ◆ performing musicians — solo or band member
- ◆ session musicians
- ◆ writer/composer/arranger
- ◆ running own business possibly combining employment with freelance work

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

The revision process drew together representatives from 15 centres offering various music awards. This group formed the consortium, with a smaller group later being identified to form a Qualification Design Team. Other contributors included Caledonian, Strathclyde, Paisley, Napier and UHI (Perth) Universities and industry professionals.

One of the first decisions of the Qualification Design Team was to decide how to take the review process forward and work within new SQA design principles. The reason for this decision was threefold — all existing Units and courses required major revision, new Units were required to meet the demands of a series of changing industries, and there was a need to rationalise the number of Units currently available. This rationalisation would also avoid repetition and over assessment.

Furthermore, because the Group Award comprises of Units that are written in a generic fashion there is flexibility in design and delivery. For example, a centre wishing to offer the qualification with a focus on traditional or jazz music could do so because style and genre are not specified in the Unit specifications.

## 2.2 Current demand for awards under review

In the period since their introduction in 1988, HNCs and HNDs in music have grown in popularity. HNC qualifications in this area are delivered in colleges across Scotland.

This growing demand demonstrates confidence in the award and justifies the proposed amendments designed to meet the needs of users, providers and industry. Furthermore, there is a growing need for musicians and music professionals with not only creative skills but also the ability to develop entrepreneurial skills, as well as an understanding of commercial possibilities.

It is fairly normal for artists, managers and music business specialists to locate to London to seek work. Artistic talent is here in Scotland, however, many artists do not have the skills to set themselves up as a company and to market and promote themselves. This HNC/HND Music Group Award addresses these issues.

A recent report commissioned by Scottish Enterprise stated:

- ◆ *A perception amongst 'stakeholders' of a lack of sufficient entrepreneurial skills amongst both Scottish artists and intermediaries.*
- ◆ *The problems are a result of not enough back up for the existing artists, the lure of apparently better and more professional companies in London, and the difficulties facing individuals trying to make a living out of the publishing and management industries while based in Scotland.*
- ◆ *Everyone we interviewed agreed that Scotland does not lack musical talent; the problem is to exploit it. Hence the emphasis among the stakeholders on improving ancillary services.*

### ***Mapping the Music Industry in Scotland***

*Frith, Cloonan and Williamson*

*February 2003*

This HND, in addressing the needs of users, providers and industry by focusing on the skills required to work at a professional level, is designed to be flexible by not specifying any particular technology or method.

This approach ensures that the Group Award will have a long life and will continue to be relevant for many years to come.



## **2.3 Review Process**

### **2.3.1 Consultation Process**

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

This consultation involved:

- ◆ colleges offering the current HNs in Music
- ◆ Arrangements Document for HNC/HND Music 3
- ◆ employers and industry bodies in the field of music
- ◆ candidates who had recently completed an award
- ◆ Higher Education institutions to which successful candidates could articulate

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

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

### **2.3.2 Feedback of consultation**

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

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

The revised Group Award reflects the skills most in demand for musicians in the creative industries today. For example, musicians working in the contemporary music industry must have an understanding of the business issues that may affect their success; this includes knowledge concerning the law, promotion and marketing. They must also be able to understand technology, namely equipment in any recording studio/environment.

### **2.3.3 Qualification Design Team/Steering Group**

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

Many outdated Units were removed from the framework, and the remaining Units were identified as being in need of either:

- ◆ major revisions
- ◆ minor revisions
- ◆ no changes, but reformed to the new format

Various new Units were also identified for development.

From this point, members of the consortium or other industry professionals were approached with the task of producing the identified Units in the new format. Units were produced which were then vetted by a team formed from members of the consortium. All Units were redrafted and re-vetted until they were fit for purpose. The Graded Unit was discussed and the Qualification Design Team wrote the Graded Unit. After an extensive consultation and research period was completed, the new proposed framework was finalised.

### **2.3.4 Revised HN Music**

As a result of the consultation and research findings, the new framework was designed to meet the needs of all stakeholders. In the first year of study, the HNC/HND Music Group Award shares a common core element with two other Group Awards: HNC/HND Music Business and HNC/HND Sound Production.

Two out of the three common mandatory Units address the creative industries directly; these are Creative Industries Infrastructure and Working in the Creative Industries. The rationale for this is twofold. Firstly, the music and audio industries are part of this larger grouping therefore the Qualification Design Team felt that an understanding of what constitutes the creative industries was necessary. Secondly, these two Units are written in a generic manner and it is anticipated that they will be used within other frameworks addressing these industries, for example art and design or the broadcast industries. Also, much of the language and methodology of this cluster of industries share common features.

In the first year of the Music, Music Business and Sound Production Group Awards candidates will learn about the development of the creative industries in Creative Industries Infrastructure, the type of businesses that constitute these industries, their role and characteristics. In Working in the Creative Industries candidates will analyse the skills that are required for entry to and the commercial and legal considerations of these industries. They will then create a strategy for personal career development. This will be the basis for general personal development and will underpin studies throughout the Group Award.

Legal issues concerned with copyright, contracts and health and safety are central features of the creative industries and ownership of intellectual property is key to understanding how these industries work. Insofar as the music and audio industries are concerned, legal safeguards are required to be in place to protect the products of these industries — people, their music, speech or recordings. Therefore, it is important for anyone entering these industries to have a broad understanding of the issues and why they are important, whether they are a musician, music manager or sound engineer/producer. These Units will give candidates that broad knowledge.

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

The third common mandatory Unit is the Graded Unit where candidates will synthesise knowledge in the production of a showcase portfolio. Therefore, the 1st year HNC/HND Music, Music Business and Sound Production share the same mandatory and optional Unit structure: they each have a common core of three credits, a specialist (subject) core of five credits and seven optional credits.

In the second year of the HND Music Group Award candidates will follow a programme with two sections, a mandatory section and optional section. The mandatory section is made up of Units to the value of eight credits and the optional section is made up of Units to the value of seven credits. The structure of the HNC/HND is seen as central for professional development, ensuring the delivery of vital knowledge and skills for anyone entering the profession. Knowledge of professional bodies, areas for employment, health and safety and legal requirements will allow graduates to enter their profession with confidence and maximise their chances of success.

The HN Music framework is detailed in section 5.

## **2.4 Target Audience**

The Group Award is designed for those who wish to pursue a career in music and who seek the relevant training in ancillary areas. The HNC/HND is aimed at those who have some previous experience, perhaps through a lower level qualification, or who show potential and demonstrate a strong interest to develop their skills. The Group Award is intended to facilitate progression to employment within the industry or to Higher Education. All candidates must fulfill audition and entry criteria of particular centres. For open learning arrangements, see section 6.3.

## **2.5 Relationship to other SQA qualifications**

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

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

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

## **2.6 Progression Routes and Onward Destinations**

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

Some of the onward destinations of former candidates are:

- ◆ Strathclyde University
- ◆ Caledonian University
- ◆ Napier University
- ◆ University of Paisley
- ◆ University of Salford
- ◆ Liverpool Institute for Performing Arts
- ◆ Royal Scottish Academy of Music and Drama
- ◆ Queen Margaret's University College
- ◆ Northumbria University (Newcastle Polytechnic)
- ◆ University of Westminster
- ◆ Barnsley College
- ◆ University of Highlands and Islands
- ◆ Newcastle University

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

- ◆ numerous recording studios and sound production companies, eg CaVa Sound Workshops, Glasgow, The Lighthouse, Edinburgh
- ◆ record and publishing companies — all major and numerous independent companies, eg Columbia Music, Virgin Records, Sony Music Publishing, Ministry of Sound, V2 Music
- ◆ commercial and corporate enterprises, eg Scottish Radio Holdings, Regular Music, Aberdeen Foyer Music Project
- ◆ numerous teaching appointments both private and in schools and colleges. colleges including James Watt, Jewel and Esk Valley, Perth, John Weatley Colleges
- ◆ numerous freelance musicians working throughout Scotland

### **3 Aims of the Group Award**

The general aims are to:

- ◆ develop communication and interpersonal skills
- ◆ develop candidates' skills as either composers/performers, sound engineers/designers or business personnel
- ◆ develop self-presentation skills
- ◆ develop self-evaluative skills, enabling professional development
- ◆ develop analytical skills
- ◆ develop the ability to work independently and as part of a team
- ◆ develop self-assurance and the confidence to perform to potential
- ◆ develop professional attitudes
- ◆ enhance employment prospects and/or facilitate progression to Higher Education
- ◆ enable progress within the SCQF

### 3.1 HNC/HND Music Specific Aims

To develop the following areas of skills and knowledge:

- ◆ an ability to analyse and synthesise knowledge and skills acquired through study
- ◆ an ability to develop study, organisational and research skills
- ◆ an ability to develop musicality, expression and creativity
- ◆ to build proficiency in instrumental performance and stagecraft and/or composition and promote sensitivity in musical presentation
- ◆ an ability to develop critical analysis; to reflect on own work and continually strive for best practice
- ◆ an ability to integrate these skills in practical or business application
- ◆ an ability to develop competencies in a range of specialised areas in line with preferred career aims
- ◆ to enable progression to further study in music or a related discipline
- ◆ to enable the adoption of innovative practices and creativity in work and ability to respond quickly to the challenges posed by changes in the music industry
- ◆ an ability to develop personal skills and follow music industry protocol

Other key aims are:

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

### 3.2 Realisation of Aims by Unit and Award

Performance skills are developed in the vast majority of individual Units, most of which require a final demonstration of skills before an assessor and an appropriate audience. This regular requirement for formal and less formal presentation will develop an awareness of how to improve self-presentation as well as building candidates' confidence.

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

With regard to potential employment and success, it is felt that although formal qualifications are one route and show a progression of the basic skills required by employers, they are of less importance than demonstrable talent. For example, demonstrating creative musicianship to take advantage of a market opportunity, whether as a performer or a composer and to have the ability to evaluate and exploit that opportunity. Also, the nature of the employment market is such that work in this area is often self-employed, or through employment for short periods on specific projects. To gain such employment, the appropriate characteristics and aptitudes must be proven on demand.

The Group Award has therefore been designed to reflect the unusual nature of the jobs market by integrating skills in each of the Graded Units. In year one the Graded Unit demands that a portfolio is produced which can be presented to a prospective employer or a Higher Education institution. In the year two Graded Unit, the same approach applies regarding potential employment, however, each candidate will be required to undertake a presentation to an interview by a prospective employer or financial backer.

## **4 Access to Group Award**

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

The following are recommendations regarding minimum levels of interest, skill and competence required by a prospective candidate for entry to the HND Group Award:

- ◆ A strong interest in music and associated skills demonstrated at audition.
- ◆ Applicants should demonstrate ability to SCQF level 6 in Music and English (or language based subject such as Economics, History or Modern Studies, etc would be acceptable) along with three standard grade passes or equivalent.
- ◆ An appropriate programme of study at National Qualification level in Music, Media Studies or other Music related areas.
- ◆ An existing HNC Group Award.
- ◆ Qualifications comparable to the above gained from other awarding bodies.
- ◆ Mature candidates may bring other qualities and qualifications, which may be appropriate. Prior or experiential learning may also be considered appropriate in some circumstances.

Formal academic achievements will not, in themselves, represent adequate entry criteria. A more accurate prediction of candidate attainment may be achieved through appraisal, which includes an element of guidance. This will normally include a formal audition where applicants should demonstrate musical ability to SQA 'Higher' level. This sort of contact will enable an appropriately subtle and realistic assessment of suitability for this Group Award. For example, an applicant may apply, be interviewed and auditioned. During the interview it may become apparent to the interviewer that the skills and interests of this particular applicant are more suited to sound production with a focus on dance music production. In this scenario the applicant will be guided to and informed of this option.

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

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

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

## **5 Group Award structure**

As stated, the first year of the HNC/HND Music, Music Business and Sound Production share a common core (A) and a set of subject specific mandatory Units (B) and optional Units (C). Access to the 2nd year of the HND will be by completion of either the HNC or 1st year of the HND or by demonstrating knowledge and skills of an equivalent level.

The HNC/HND Music structure and qualification route is shown overleaf.

## 5.1 Framework

### HNC Music

The HNC will be awarded on successful completion of a total of 12 HN credits. The HNC carries 96 SCQF credit points and is benchmarked at SCQF level 7.

Unit title	Code	Credit value	SCQF level
<b>Mandatory Units — 8 credits</b>			
Working in the Creative Industries	DJ3A 34	1	7
Creative Industries Infrastructure	DJ21 34	1	7
Professional Practice for Musicians	H1LV 34*	1	7
Music Theory 1	H1M7 34*	1	7
Music First Study 1: Composition	DJ20 34	3	7
<b>OR</b>			
Music First Study 1: Instrument	F603 34	3	7
Music: Graded Unit 1	F508 34	1	7
<b>Optional Units – 4 credits needed</b>			
Music: Live Performance Skills 1	DJ2A 34	2	7
Music History 1	H1M9 34*	1	7
Keyboard Skills for Music Production	DJ28 33	1	6
Songwriting 1	DJ35 34	1	7
Recording Techniques for Musicians 1	H1LW 34*	1	7
Music Second Study 1: Instrument	DJ2X 34	1	7
Music Second Study 1: Composition	DJ2W 34	1	7
Sound Production Theory 1	H1M1 34*	1	7
Sound Production Practice 1	DJ36 34	1	7
Digital Audio Workstations 1	H1M4 34*	2	7
Music and Image - Graphics	DJ2G 34	1	7
Music and Image: Video	DJ2H 35	1	8
Music: Instrumental Accompaniment	DJ31 34	1	7
Music Law 1	DJ2V 34	1	7
Music Industry Marketing 1	DJ2P 34	1	7
Music Sequencing and Programming	DJ2Y 34	1	7
Stagecraft for Musicians	DJ39 34	1	7
Creative Project	DM0W 34*	2	7
Personal Development Planning	DE3R 34	1	7
Vocal Ensemble Singing: An Introduction	FN18 34	1	7
Cultural Studies: An Introduction	FN1E 34	2	7
Music: Arranging for Tuned and Non-Tuned Percussive Instruments	FN1F 34	2	7
Intellectual Property	FT2D 12	1	6
<b>OR</b>			
Intellectual Property	H7FH 33*	1	6
Music: Organising a Community-based Musical Activity	F5E6 13	1	7
Music Business: Research Project	DR0Y 35	1	8
Work Placement	HJ4W 34*	1	7

\*Refer to History of Changes for revision changes.



## HND Music

The HND will be awarded on successful completion of a total of 30 HN credits. The HND carries 240 SCQF credit points and is benchmarked at SCQF level 8.

Unit title	Code	Credit value	SCQF level
<b>Mandatory Units — 14 Credits</b>			
Creative Industries Infrastructure	DJ21 34	1	7
Working in the Creative Industries	DJ3A 34	1	7
Professional Practice for Musicians	H1LV 34*	1	7
Music Theory 1	F606 34	1	7
Music First Study 1: Composition	DJ20 34	3	7
<b>OR</b>			
Music First Study 1: Instrument	F603 34	3	7
Music: Graded Unit 1	F508 34	1	7
Music: Graded Unit 2	DR33 35	2	8
Music First Study 2: Composition	DR10 35	3	8
<b>OR</b>			
Music First Study 2: Instrument	F604 35	3	8
Music Industry Digital Communication	FN1A 35*	1	8
<b>Optional Units – 16 credits needed</b>			
Music: Live Performance Skills 1	DJ2A 34	2	7
Music: Live Performance Skills 2	DR2L 35	2	8
Music History 1	H1M9 35*	1	8
Music History 2	H1M6 35*	1	8
Keyboard Skills for Music Production	DJ28 33	1	6
Songwriting 1	DJ35 34	1	7
Songwriting 2	DR0M 35	1	8
Recording Techniques for Musicians 1	H1LW 34*	1	7
Recording Techniques for Musicians 2	H1LX 35*	1	8
Music Second Study 1: Instrument	DJ2X 34	1	7
Music Second Study 1: Composition	DJ2W 34	1	7
Music: Second Study (DJ option)	DJ1V 34	1	7
Advanced DJ Techniques	DR2W 35	1	8
Sound Production Theory 1	H1M1 34*	1	7
Sound Production Practice 1	DJ36 34	1	7
Digital Audio Workstations 1	H1M4 34*	2	7
Digital Audio Workstations 2	DR0P 35	2	8
Music and Image - Graphics	DJ2G 34	1	7
Music and Image: Video	DJ2H 35	1	8
Music: Instrumental Accompaniment	DJ31 34	1	7
Music Law 1	DJ2V 34	1	7
Music Law 2	DR2K 35	1	8

\*Refer to History of Changes for revision changes.

Unit title	Code	Credit value	SCQF level
<b>Optional Units – 16 credits needed (cont)</b>			
Music Industry Marketing 1	DJ2P 34	1	7
Music Sequencing and Programming	DJ2Y 34	1	7
Music Theory 2	H1M8 35*	1	8
Stagecraft for Musicians	DJ39 34	1	7
Music Second Study 2: Instrument	DR19 34	1	7
Music Second Study 2: Composition	DR18 34	1	7
Music Industry Infrastructure	DJ2M 34	1	7
Music: Session Skills	DR1A 35	1	8
Music for the Visual Arts	DR12 35	1	8
Music Production	DR2P 36	1	9
Instrumental Instruction: An Introduction	DR0X 35	1	8
Music Industry Stage Management	DR15 35	1	8
Music and Cultural Policy	DR2M 34	1	7
Entrepreneurship in the Creative Industries	DR0T 35	1	8
Music: Research Project	DR17 35	1	8
Music History and Analysis (Access to Degree)	F3P635	1	8
Creative Project	DM0W 34*	2	7
Personal Development Planning	DE3R34	1	7
Vocal Ensemble Singing: An Introduction	FN1834	1	7
Cultural Studies: An Introduction	FN1E 34	2	7
Music: Arranging for Tuned and Non-Tuned Percussive Instruments	FN1F 34	2	7
Intellectual Property	FT2D 12	1	6
<b>OR</b>			
Intellectual Property	H7FH 33*	1	6
Music: Organising a Community-based Musical Activity	F5E6 13	1	7
Music Business: Research Project	DR0Y 35	1	8
Work Placement	HJ4W 34*	1	7

\*Refer to History of Changes for revision changes.

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

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

## **5.2 Type of Graded Unit**

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

### **Graded Unit 1**

In Graded Unit 1 candidates will prepare and present a portfolio of work. This could be used to showcase themselves in an interview situation for either employment or further study. The work necessary to undertake this assignment will synthesise knowledge and skills acquired throughout the HNC and first year HND Music Group Award. Candidates will identify the requirements of the portfolio and select the elements and components to be included. These will employ skills developed through a combination of the mandatory Units from this Group Award. When planning and choosing how to construct their portfolio, candidates should ensure that it will be a sufficient basis for a practical assignment which meets all the requirements of this Graded Unit.

### **Graded Unit 2**

The second year Graded Unit is also a project in the form of a practical assignment. This should be presented to candidates at the beginning of the second year to be worked on throughout the year and completed in the latter part of the academic year. This Unit will again cover a range of knowledge/skills achieved through studying the mandatory Units. Candidates will be asked to prepare a presentation and participate in an interview to a prospective employer or backer.

This project involves a job application where candidates will be told, at the beginning of the year, that there are a number of work/employment opportunities in both company and freelance positions at the end of the year. They **must** be told at the beginning of the year to allow them maximum time to address the requirements of this project. During the year candidates will develop a portfolio of evidence to demonstrate that they have attained the necessary skills and knowledge to be in a position to apply for one or more of these job vacancies. Each candidate will be required to:

- ◆ carry out a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis on themselves
- ◆ map and match their strengths in relation to the opportunities and address weakness issues
- ◆ identify, from within the mandatory Units of their framework, their solution to what is included in their presentation to highlight their abilities and skills to a prospective employer or backer
- ◆ set goals and targets
- ◆ time and project manage the project
- ◆ develop an action plan
- ◆ participate in a presentation and interview to/with prospective employers/backers
- ◆ evaluate their presentation and interview

The work necessary to complete this assignment will synthesise knowledge and skills acquired throughout the HND Music Group Award. Candidates will identify the requirements of their portfolio and select the elements and components to be included in their presentation and to prepare for the interview. These will employ skills developed through a combination of the mandatory Units from this Group Award. When planning and choosing how to construct their portfolio and what to include in their presentation, candidates should ensure that all materials are sufficient to meet all the requirements of this Graded Unit to reflect the Group Award and the music industry, creating a holistic project which is realistic.

Each candidate must provide their individual written responses to each of the first two stages of the practical assignment, and assessors must be satisfied that the work has been completed by the individual candidate. This should be presented in the form of a structured logbook.

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

Centres may use the assessment instruments available on SQA's secure site. Alternatively, it is proposed that centres wishing to use their own assessment materials may do so after prior verification of materials.

## **Rationale for Graded Unit Assessments**

In music the most common method of gaining employment as a performer is through audition and interview. It is essential, therefore, to have the ability to demonstrate knowledge of, and skills in, the techniques associated with the instrument as well as an ability to use the fundamental equipment connected with performance effectively, both hardware and software where appropriate. This demonstration of skills is the most common method of gaining employment as, for example, a session musician. This is generally also the case in progressing to Higher Education to study creative industries programmes.

The Graded Units provide an ideal opportunity for candidates to integrate the knowledge and skills gained in the mandatory Units, eg analytical listening skills and the ability to evaluate the environment. The first year Graded Unit is in the form of a practical assignment involving the preparation of a showcase portfolio. The second year Graded Unit is also in the form of a practical assignment but in this case involves the preparation of a presentation to, and then interview by, a prospective employer or financial backer. This approach demonstrates a clear articulation between Graded Units because a showcase portfolio requires candidates to collect suitable materials for inclusion in their portfolio. On the other hand, a presentation and interview demands from candidates a high level of discrimination and the ability to focus on individual strengths. They will have a limited time to 'best' represent themselves in a presentation to a specific target market, in this case a prospective employer or financial backer; the candidate will then be interviewed for a work opportunity or to be given financial support.

The candidate is required to participate in authentic and relevant experiences when undertaking each of the Graded Units. For example, candidates will produce artefacts or products from a particular and specific client brief. To be in a position to take advantage of work opportunities, candidates will have to put together a showcase of examples of their work. This is a first step and the requirement of the SCQF level 7, 1st year Graded Unit.

To enhance prospects further in seeking work or support to set up as self-employed, candidates must demonstrate flair and originality with creative entrepreneurship; the SCQF level 8, 2nd year Graded Unit enables candidates to address the challenges of realising vocational goals.

## **Core Skills**

Core Skills are not formally assessed in the HNC/HND Group Award, however, a candidate completing this award will have developed verbal, written and musical communication to a high level. Similarly, interaction in a variety of situations will develop social skills such as working with others and problem solving and, through the use of technology, computer skills in Information Communication Technology will be developed. Competences in these areas are crucial for success.

For example, on completion of the music HNC/HND Group Award, candidates will have composed, directed and performed music and will have presented musical performances individually and/or in groups; they will have written essays and reports, taken part in discussions and used technology to record, research and present work.

### **Core Skills Entry Profile**

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

The minimum recommended Core Skill entry profiles for the HNC/HND Music Group Award are:

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

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

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

Additional qualities recognised as critical by employers and Higher Education, such as meeting targets and 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. The Graded Units also integrate and apply knowledge and skills developed and provide further opportunities for candidates to demonstrate transferable key skills and a high level of achievement.

### **Opportunities for Core Skills Development**

This document signposts opportunity to develop Core Skills in the context of the mandatory Units and an indication of additional enhancement in options is also provided.

Market research for the development of the HNC/HND Music Group Award indicated that opportunities should be provided within the first year to enhance development of Core Skills in *Communication*, *Working with Others* and *Problem Solving* at SCQF level 6.

No specific level was recommended for the formal development in the Group Award of Core Skills in *Information Communication Technology* and *Numeracy*. Elements of the advanced numerical, graphical and technological competences underpinning music study and performance are not precisely reflected in the SQA Core Skills framework. They will, however, be demonstrated to a significant level. Opportunities are provided in all centres for candidates to make extensive use of technology in researching information and in producing professional reports. The use of technology in supporting creativity and performance is also significant. Experts have described the change triggered by digital audio technology in the music industry as revolutionary rather than evolutionary.

Awareness of the impact of online music, compressed media formats, customisation of music, and home and semi-professional recording studios is essential to understanding the music industry today. A sophisticated level of specialist professional awareness that overtakes broader Core Skills concepts will therefore be developed as candidates undertake the Group Award.

All practical teaching and learning activities will provide a context for developing and tailoring relevant generic elements of the Core Skills to meet the specific vocational demands of the discipline of music. Candidates will use advanced strategies to work with a range of other people, integrating music numeracy and literacy in practical focused communication. Critical analysis, performance and evaluation review with a focus on the continuous problem solving involved in practical project work will be essential activities which will be further demonstrated in the context of the Graded Units. This will provide a further opportunity to understand, explore and demonstrate a high level of achievement in components of the Core Skills as they relate to future destinations.

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

- ◆ *Communication* SCQF level 6
- ◆ *Problem Solving* SCQF level 6
- ◆ *Working with Others* SCQF level 6

Numeracy and Information and Communication Technology skills will be developed to at least SCQF level 5.

## Communication (SCQF level 6)

### Skill component — Written Communication (Reading)

Read and understand complex written communication

- (a) Identify and summarise significant information, ideas and supporting detail
- (b) Evaluate effectiveness

Core Units	Knowledge/Skills/Evidence	Developed/ Assessed	a	b
Creative Industries Infrastructure	Identifying and summarising complex information on sources of finance and advice and networking opportunities.	Developed	✓	✓
Working in the Creative Industries	Outcomes 1/2 — Identifying and analysing relevant policies and legislation impacting on employment in the Creative Industries. Outcome 3 — SWOT analysis.	Developed	✓	✓
Music First Study Instrument/Composition	Outcome 2 — Research investigation of history, characteristics and applications of a specific genre — extracting, evaluating and summarising complex information from data sources.	Developed	✓	✓
<p><b>Graded Unit 1:</b></p> <p>Analysis, summary and evaluation of complex information relating to practical assignment.</p> <p>Other optional Units for example Music Law, Music History offer opportunities to further develop analytical understanding of text.</p>				



## Written Communication (Writing)

### Produce well-structured written communication on complex topics

- (a) Present essential ideas/information in a logical and effective order
- (b) Use a structure which takes account of purpose/links points for clarity and impact
- (c) Use conventions which are effectively adapted for audience
- (d) Use accurate spelling, punctuation, sentence structures
- (e) Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience

Units	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Creative Industries Infrastructure	Outcome — Extended written report on research investigation into sources of funding and support for the creative industries.	Developed	✓	✓	✓	✓	✓
Working in the Creative Industries	Outcome 2 — Extended report on policies and legislation affecting employment. Outcome 3 — Presentation of persuasive information for employment applications, using recognised conventions and formats. Personal Development Plan.	Developed	✓	✓	✓	✓	✓
Music First Study Instrument/Composition	Outcome 2 — Presentation of a well structured research dissertation on the history and development of the chosen genre.	Developed	✓	✓	✓	✓	✓
<p><b>Graded Unit:</b></p> <p>Structured, technically accurate written reports which present essential analytical approaches to action planning, developing and evaluation of the practical assignment. Other optional Units require written reports.</p>							

## Oral Communication

### Produce and respond to oral communication on a complex topic

- (a) Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality
- (b) Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis
- (c) Structure to take full account of purpose and audience
- (d) Take account of situation and audience during delivery
- (e) Respond to others taking account of their contribution

Units	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Music First Study Instrument or Composition	Outcome 2 — Presentation of a research dissertation on the history and development of the chosen genre with supporting audio-visual materials. Responses to tutor questions.	Developed	✓	✓	✓	✓	✓
<p>Several Unit assessments include the option of oral presentation and/or oral reporting of information.</p> <p>Oral skills will be an essential part of preparation and delivery of such optional Units as Music Live Performance Skills 1, Music Industry Marketing 1.</p> <p>Teaching and learning for all Units will involve personal interviews with tutors and group discussion analysing and evaluating practical activities and information.</p>							

## Using Information Technology (SCQF level 5)

### Use an IT system effectively and responsibly to process a range of information

- (a) Make effective and responsible use of the range of IT equipment
- (b) Carry out straightforward processes in two types of software application
- (c) Carry out complex processes for one further in depth application
- (d) Integrate data
- (e) Carry out searches to extract and present information from electronic sources

Units	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Creative Industries Infrastructure	Research for Units will include electronic data, searches of the internet for current industry information.	Developed	✓	✓	✓	✓	✓
Digital Audio Workstations 1	Outcome 4 — Produce an edited production master.	Developed	✓	✓	✓	✓	
Recording Techniques for Musicians	Theoretical and practical application of technology to mix a multi-track recording.	Developed	✓	✓	✓	✓	
<p><b>All Units:</b></p> <p>Resources will vary between centres but candidates will, as a minimum, have IT access for research aspects of Units and word processing facilities for written reports. The use of technology is a critical aspect of practical work.</p>							

## Numeracy (SCQF level 5)

### Skill component Using Number

(a) Apply a wide range of numerical skills

### Skill component using graphical information

(b) Interpret and communicate graphical information in everyday and generalised contexts

Units	Knowledge/Skills/Evidence	Developed/ Assessed	a	b
Music First Study 1 Instrument or Composition	Outcome 2 — Interpretation and presentation of graphic and diagrammatic communication in context of research dissertation.	Developed	✓	✓
Music Theory 1	Theoretical and practical concepts — identifying and writing scales, rhythm patterns, analysing chord structures, harmonised triads.	Developed	✓	✓
Music Industry Marketing 1	Analysis and interpretation of data relating to market trends.	Developed		✓
Music and Image — Graphics	Introductory concepts on interpretation of specialised communication in music/image and graphics.	Developed		✓

## Problem Solving (SCQF level 6)

### Skill components

Critical Thinking — Analyse a complex situation or issue

Planning and Organising — Plan organise and complete a complex task

Reviewing and Evaluating — Review and evaluate a complex problem solving activity

Units	Knowledge/Skills/Evidence	Developed/ Assessed	CT	PO	RE
Music First Study 1 Instrument/Composition	Outcomes 1–3 — Analysis of requirements to underpin practical composition/performance activity.	Developed	✓	✓	
Working in the Creative Industries	Outcomes 2–3 — Analysing issues and planning for employment in the Creative Industries. Personal Development Planning and Evaluation.	Developed	✓		✓
Music Live Performance Skills 1	Outcomes 1–3 — Analytical planning and practical activities including resource allocations co-operative arrangements and rehearsals associated with live performance.	Developed	✓	✓	
<p><b>Graded Unit</b></p> <p>The process of taking responsibility for production of a Personal Action Plan to underpin a complex practical activity with a portfolio of supporting documentation will involve all skill components to a high level, including responsibility for organising and completing a complex task, and monitoring and evaluation of the product and process.</p>					

## Working with Others (SCQF level 6)

### Work with others in a group to analyse, plan and complete an activity

- (a) Analyse the activity and identify component tasks and roles
- (b) Agree allocation of activities taking account of group strengths and weaknesses
- (c) Support co-operative working
- (d) Evaluate and draw conclusions about own contributions, justifying with evidence

Units	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Music Live Performance Skills 1	All Outcomes involve preparation and analysis, co-operative working, rehearsing and final live performance with a range of others including manager, promoter, agent, sound engineer, other musicians.	Developed	✓	✓	✓		
<p><b>All Units/Graded Unit:</b></p> <p>The HNC/HND Music awards will require an analytical and co-operative approach to working with a range of other people including tutors, peers and external contributors, and examining ways to enhance performance on an on-going basis.</p> <p>The Graded Unit activities will, in particular, require a sophisticated level of skill which overtakes the co-operative working requirements of other practical Units to involve formal analytical and detailed critical review of the process and product.</p>							

## **6 Approaches to delivery and assessment**

### **6.1 Content and Context**

The HNC/HND Music is a specialist Group Award framework, permitting candidates to develop and advance skills and knowledge in core areas of each course, eg instrumental technique and/or composition, theory and performance. Candidates can augment these studies by selecting from the range of optional Units, studying elements of business as well as technology to build a wider skills base.

The Group Award is aimed at those who wish to embark on a career in the music industry either as a musician or composer. It is also aimed at those who wish to develop the necessary skills to progress to further training or employment.

The HNC/HND Music Group Award allows candidates to progress to a range of study options, ie Higher Education (see 2.6 Onward Destinations).

Although the Units in this HNC/HND are designed and intended to be delivered as part of the Group Award it is possible for them to be delivered as stand-alone Units.

### **6.2 Delivery and Assessment**

In this Group Award, the aim of the curriculum design is to provide a balance between, and awareness and understanding of, key skills and concepts required by custom in the music industry.

This balance is intended to develop candidates' ability to identify and apply individual skills and to facilitate these abilities in their chosen specialisation within the music and creative industries, thereby enhancing future employability.

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

In the second year, candidates will be required to identify the primary elements of the mandatory Units and, as the year progresses, decide what to include from these Units in their final presentation as well as prepare for the assessment interview necessary to achieve the Graded Unit.

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

There is also the opportunity to integrate some assessments across Units. For example, a guitarist may, in a live performance, address the assessment requirements of both the Music First Study 1 and Music Live Performance Skills 1 Units. The logistics of this will depend on the programme in individual centres.

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

### **6.3 Open Learning**

Open Learning may be feasible for some Outcomes within some Units in this Group Award. These opportunities are highlighted within the Unit specifications. The great majority of Outcomes rely, however, on developing practical performance skills in the presence of a lecturer and/or fellow candidates. Group work and workshop activities underpin much of the learning, and so the opportunities for distance learning are limited. Centres may, however, find it possible to develop solutions for all or parts of some Units provided all Unit and verification requirements are met in full. Technological advances may make the possibility of such creative solutions more widespread in the future.

Because of the intensive nature of the training and rehearsal requirements for many Units, part-time provision would be most unusual and difficult to achieve.

## **7 General information for centres**

### **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](http://www.sqa.org.uk/assessmentarrangements).

### **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](http://www.sqa.org.uk)).



## 8 General information for candidates

The HNC/HND Group Award in Music is designed to develop the following areas of skills and knowledge:

- ◆ an ability to analyse and synthesise knowledge and skills acquired through study
- ◆ an ability to develop study, organisational and research skills
- ◆ an ability to musicality, expression and creativity, to build proficiency in instrumental performance and stagecraft and/or composition and promote sensitivity in musical presentation
- ◆ an ability to develop critical analysis; to reflect on own work and continually strive for best practice
- ◆ an ability to integrate these skills in practical or business application
- ◆ an ability to develop competences in a range of specialised areas in line with their preferred career aims, to enable progression to further study in music or a related discipline, to enable the adoption of innovative practices and creativity in work
- ◆ ability to respond quickly to the challenges posed by changes in the music industry
- ◆ ability to develop personal skills and follow music industry protocol

## 9 Glossary of terms

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

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

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

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

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

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

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

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

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

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

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