Group Award Specification for:

HNC Computer Arts and Design
HND Computer Arts and Design

Group Award Codes:
HNC — GM4F 15
HND — GM4G 16

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Contents

1   Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

♦ assist centres to implement, deliver and manage the qualification
♦ provide a guide for new staff involved in offering the qualification
♦ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
♦ provide details of the range of learners the qualification is suitable for and progression opportunities
♦ This document includes: background information on the development of the group awards, aims, guidance on access, details of the group award structures, and guidance on delivery and assessment

The existing HNC/HND group awards in Computer Arts and Design were revalidated in 2006 following a major review of the Art and Design portfolio of awards, originally validated in 1998. These revised qualifications, to the then new HN design principles, were introduced to meet the challenges of the art and design industry in the 21st century. Between 2006 and 2016, various amendments have been made to the structures to maintain currency.

A scoping exercise was carried out in 2015 to determine if the HNC/HND remained fit for purpose.

The research employed a mixed-methods approach, analysing both qualitative and quantitative data derived from focus groups and feedback sessions with learners; online and offline questionnaires; interviews (direct and telephone) and collection of responses via email. The consultees were representative of past and current learners; course lecturers from the delivering colleges, past and current; HEIs and industry.

The scoping exercise identified a number of issues to be addressed.

Key findings/summary of changes

Summary:

♦ Six units to be revised.
♦ Five new units to be developed.

Key findings:

The report highlighted that the following are fit for purpose:

♦ Aims of the qualifications
♦ Title of the qualifications

Structure

The report showed that the structure of the HNC required no changes. However, closer examination of the current framework revealed that it did not meet the design principles in full. There were insufficient SQCF credit points at SCQF level 7 so we have taken the opportunity to address this, removing finished units, realigning the conditions of award and have allocated a new group award number. There is no change to the content of component units nor to the range of units available. Please see Section 2, structure of the qualifications, for full details.

The structure of the HND remained largely fit for purpose, being flexible enough to deliver across the range of disciplines within the overall sector: ie, fine art, visual communication, animation and time based art streams. However, in order to enhance this, an alteration to the mandatory section was required. This involves the removal of HN Unit F1D6 35, *An Introduction to Philosophical Aesthetics*, to the optional section and being replaced by HN Unit DX31 35, *Development Drawing Portfolio*, in the mandatory section.

As a direct consequence of this, Graded Unit 2 required minor changes to remove the original unit and substitute the new one. This also necessitates a new group award code.

Unit content

The report further highlighted that four units required updating to remain current:

♦ HG57 35 *Computer Arts and Design: Theory and Practice* (Title retained; recoded)
♦ HG58 34 *Computer Arts and Design: Technologies* (Title retained; recoded)
♦ HM06 35 *Computer Arts and Design: Advanced Software Applications* (New title, *CAD: Advanced Digital Imaging*; recoded)
♦ HG56 34 *Animation: An Introduction* (Title retained; recoded)

During the review project, a further two units were identified for revision:

♦ HM05 35 *Computer Arts and Design: Group Work* (Title retained; recoded)
♦ HG59 34 *Computer Arts and Design: Scriptwriting* (Title retained; recoded)

The report identified several gaps in the framework and five new units have been written:

♦ HM01 35 *Applied Philosophical Aesthetics (SCQF level 8)*
♦ HM03 35 *Programming and Physical Computing for Artists and Designers (SCQF level 8)*
♦ HM04 35 *Computer Arts and Design: Cybernetics (SCQF level 8)*
♦ HM00 34 *Story Boarding (SCQF level 7)*
♦ HM02 34 *Research Methods for Artists and Designers (SCQF level 7)*

The report identified a need for units in sound production to be included in the optional section of the framework. There are several existing units in the SQA catalogue and the Qualifications Design Team (QDT) is considering which to include at a later date.

The scoping report is attached as an appendix to this document.

Following the revalidation meeting, additional changes were made to the mandatory options section to ensure maximum flexibility and opportunity for learners. The additions are:

♦ HM00 34 *Story Boarding (SCQF level 7)*
♦ HM02 34 *Research Methods for Artists and Designers (SCQF level 7)*
♦ HM06 35 *Computer Arts and Design: Advanced Digital Imaging (SCQF level 8)*

The following newly revised units have also been included in this part of the framework:

♦ HG59 34 *Computer Arts and Design: Scriptwriting (SCQF level 7)*
♦ HG57 35 *Computer Arts and Design: Theory and Practice (SCQF level 8)*
♦ HG58 34 *Computer Arts and Design: Technologies (SCQF level 7)*
♦ HM05 35 *Art and Design: Group Work (SCQF level 8)*

Please see Section 2, structure of the qualifications, for full details of the new framework.

Further information on the HNC/HND Computer Arts and Design

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

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

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

The group awards comprise units that are written in a generic fashion so there is flexibility in design and delivery. Also, the QDT has retained in the mandatory section, the commonality with related awards: HNC/HND Visual Communication; HNC/HND 3D Design; HNC/HND Art and Design and HNC/HND Contemporary Art Practice. These related awards will be the subject of review and incremental change in 2017/18 to ensure continuing fitness for purpose.

The decision to create this level of commonality was made jointly by the consortium chairs which represented the awards within the 2006 HN Art and Design review. By doing this it created greater flexibility for learners, making it possible to undertake an HNC/HND in Computer Arts and Design and then undertake an HND in another area of Art and Design. The group of core units which can be commonly found throughout the five awards within the overall HN Art and Design portfolio have been written in such a manner that the style and genre are not specified. This, in turn, has given greater flexibility within the manner in which they are interpreted and delivered and has resulted in the opportunity for the inclusion of this fundamental group of units across all of the new awards. In addition, because of the generic nature of the new units there is a greater opportunity for holistic delivery with cross assessment and a diverse range of integration possible.

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

Qualification progression

The revised HN awards have two distinct objectives:

♦ to provide learners with a thorough and comprehensive education that can led to vocational employment.
♦ to offer learners the opportunity to establish a strong and creative educational foundation from which to further their studies within a degree programme.

Progression to employment

HNCs and HNDs are normally designed to meet the needs of the occupational sector by developing the knowledge and skills that learners need in order to gain entry into employment. The feedback and guidance gained from undertaking market research in the employment sector has been of vital importance in the construction of the awards and facilitates the first objective: to prepare learners to work in the sector.

Progression to higher education

The second main objective of HNC and HND awards is to provide learners with the knowledge and skills required for further study in degree programmes. The requirements of learners who intend to continue with their studies in higher education are quite different from those who wish to gain employment. In a subject area such as Computer Arts and Design it is important that learners are given the opportunity to develop their creativity, innovation and expressive visual language. Market research also identified the importance of contextual studies, research skills and essay writing to meet the requirements of higher education. The scoping report identified the need for a specific unit focussed on research skills at SCQF level 7 in the context of Computer Arts and Design to help prepare learners moving on to degree programmes. The validation panel also highlighted the need for more emphasis on research skills and have recommended that the HND will be enhanced by the addition of a research unit at SCQF level 8.

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

Practical and creative skills are developed in the vast majority of individual units, most of which require a final demonstration of skills to an assessor and an appropriate audience. This regular requirement for formal and less formal presentation will develop an awareness of how to improve the presentation of the learner and their work as well as building the learner's confidence. Paramount to the award is the integration of traditional art and design practice with emergent digital technologies. All of the units within the awards, both mandatory and optional, have been written to reflect this ethos.

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

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

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

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

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

Career opportunities may include the following:

♦ Graphic designers
♦ Design agencies
♦ Illustrators
♦ Web designers
♦ Multimedia designers
♦ Publishers
♦ Animation
♦ Games design companies
♦ Film and TV production companies
♦ New media companies
♦ Mobile content development
♦ Practicing artists
♦ 3D visualisation

By averaging learner responses from feedback sessions, focus groups and from questionnaire results, it is noted that a clear majority of learners use the course as an articulation route to university or art school, with almost 74% graduating to HE and 13% moving to employment upon completion. Only a third of learners who leave the course to commence employment secure jobs in the creative industries. Amongst current learners, almost all learners who were surveyed expressed an intention to move to HE.

Range of learners/target groups

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

Employment opportunities

The following occupational areas accepted the relevance of these awards:

◆ Graphic designers
◆ Design agencies
◆ Illustrators
◆ Web designers
◆ Multimedia designers
◆ Publishers
◆ Animation
◆ Games design companies
◆ Film and TV production companies
◆ New media companies
◆ Mobile content development
◆ Practising artists
◆ 3D visualisation

While a substantial number of learners do choose to progress to higher education, as is illustrated above, an increasing number are successfully gaining employment directly on completion of their course. Those who have progressed into employment or were in employment while studying for the group awards confirm the usefulness of the skills they gained on their course to employment prospects.

2   Qualifications structure

HNC Computer Arts and Design

The HNC Computer Arts and Design group award is made up of 12 SQA unit credits. HNCs comprise 96 SCQF credit points of which 48 should be at SCQF level 7 in the mandatory section and include a graded unit of 8 SCQF credit points at SCQF level 7.

In this case of this HNC, in order to meet the design principles, the framework has two main sections.

The first section is the mandatory section which is subdivided into two. The first sub-section, mandatory, contains the 'core' units. There are six SQA credits (six single SQA credit units) here providing 32 SCQF credit points at SCQF level 7 and 16 SCQF credit points at SCQF level 8. All six units must be achieved, giving a total of 48 credit points.

The second subsection is made up of three SQA credits (three single SQA credit units) and contains 16 SCQF credit points at SCQF level 7 and 8 SCQF credit points at level 8. A minimum of 16 SCQF credit points must be achieved, ie two of the three available units, one of which must be at SCQF level 7.

This conforms to current design principles of a minimum of 48 SCQF credit points at level 7 being available within the mandatory section of the qualification. The total credit points for the mandatory section is 64.

The second section of the framework contains the optional units with a total of 32 SCQF credit points to be achieved from across two sub-sections. The first subsection contains a range of 24 units at SCQF level 7 and one unit at SCQF level 6. A minimum of 8 SCQF credit points at SCQF level 7 and up to a maximum of 32 SCQF credit points should be achieved from this grouping.

The second and final sub-section contains two units at SCQF level 8, one of which is a double SQA credit with 16 SCQF credit points at level 8 and a single SQA credit unit with 8 SCQF credit points at level 8, totalling 24 SCQF credit points in all. Up to three unit credits (24 credit points) may be taken depending on what has been chosen in the larger subsection of the optional units.

The total credits and SCQF credit points to be achieved is:

♦   Mandatory section: 9 SQA credits/ 64 SCQF credit points
♦   Optional section: up to 4 SQA credits/ 32 SCQF credit points

The detailed structure of the HNC is shown in the grid in Section 2.1 below.

HND Computer Arts and Design

The HND Computer Arts and Design group award is made up of 30 SQA unit credits carrying 240 SCQF credit points.

The mandatory section contains 96 SCQF credit points from 12 SQA unit credits (from ten units), including a double SQA credit graded unit with 16 SCQF credit points at SCQF level 8. Eight credits are at SCQF level 8 giving a total of 64 credit points at SCQF level 8. The remaining four SQA unit credits (from four single credit units) are at SCQF level 7 with a total of 32 points giving an overall credit of 96 SCQF credit points for the mandatory section. This conforms to current design principles.

The second section of the framework is the optional section which has an overall value of 18 SQA Credits, 144 SCQF credit points. This section is divided into two groups of units.

Group 1 — Mandatory restricted options (or key framework skills units) contains seven units, four of which are single credit units at SCQF level 7 totalling 32 SCQF credit points and three units at SCQF level 8 (one single and two double credit units) with a total of 40 SCQF credit points at SCQF level 8. A minimum of five SQA credits (40 SCQF credit points) must be achieved and the maximum is seven SQA credits (56 SCQF credit points) from this section.

The remaining credits — between 11 and 13 (88-104 SCQF credit points) depending on the choices selected from group 1 — must be achieved from group 2. Group 2 provides an open choice from 56 SQA units of which one is at SCQF level 6, 28 at SCQF level 7, 26 at SCQF level 8 and one at SCQF level 9.

The overall structure conforms to current design principles.

The revised structure for the HND is also shown below in Section 2.1.

The HNC/HND group awards have been assembled from a wide range of SQA units which are levelled at both SCQF levels 7 and 8. The units have been divided into three categories, mandatory units, restricted mandatory options (ie key framework skills) and optional units.

♦ The mandatory units reflect the fundamental skills required for working in art and design and they are intended to provide a foundation on which specialisms can be built. Some of the same group of mandatory units are therefore used in all other art and design awards. All of this knowledge is then assessed and graded through the graded units.

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

♦ Optional units have been selected for further flexibility in the delivery of the award. This will allow centres to create an individual curriculum, for example, for a course mainly based on 3D computer animation or one that encompasses the web and new media.

2.1 Structure

HNC Computer Arts and Design at SCQF level 7.

This comprises 96 SCQF credit points as follows: 6 unit credits in the mandatory section (32 SCQF credit points at level 7 and 16 SCQF credit points at level 8) plus 2 unit credits from the mandatory optional section (16 SCQF credit points) giving a total of 64 SCQF credit points. A further 4 unit credits (32 SCQF credit points) will be achieved through the optional sections (groups 1 and 2).

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level	M/O
Mandatory: all six unit credits must be selected						
DV96	34	Developmental Drawing	1	8	7	M
DX3K	34	Computer Arts and Design: Graded Unit 1	1	8	7	M
H4A1	34	Creative Industries: An Introduction	1	8	7	M
H380	35	Art and Design Project	1	8	8	M
FD69	34	Digital Imaging	1	8	7	M
FD63	35	Art and Design Context	1	8	8	M
Mandatory options (key framework skills): A minimum of two unit credits to a maximum of three to be selected						
HG59	34	Computer Arts and Design: Scriptwriting	1	8	7	MO
HG57	35	Computer Arts and Design: Theory and Practice	1	8	8	MO
HG58	34	Computer Arts and Design: Technologies	1	8	7	MO
Optional units						
Group 1 from 3.0 to 4.0 credits needed **Selected units (optional): from 1.0 to 4.0 credits needed**						
DW9H	34	3D Computer Visualisation	1	8	7	O
DW6C	34	Photography: An Introduction	1	8	7	O
DW9T	34	Materials: Manipulation and Application	1	8	7	O
DV92	34	Printmaking and Producing Print	1	8	7	O
DV98	34	Life Drawing	1	8	7	O
DW9V	34	Screen Based Design: An Introduction	1	8	7	O
DX28	34	Video Practice and Theory for New Media	1	8	7	O
DV9A	34	Observational Drawing	1	8	7	O
DV9C	34	Portfolio Production	1	8	7	O

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level	M/O
Mandatory: all six unit credits must be selected						
DW9R	34	Film Theory	1	8	7	O
DW9G	34	3D Animation Motion Studies	1	8	7	O
D7HJ	34	Employment Experience 1	1	8	7	O
DW9P	34	Editing for New Media	1	8	7	O
DV5T	34	Art and Design: Creative Process	1	8	7	O
DE3R	34	Personal Development Planning	1	8	7	O
F1H0	34	Mixed Media Techniques	1	8	7	O
FF31	34	Creative Arts Project: Development	2	16	7	O
FF30	34	Creative Arts Project: Production	2	16	7	O
HG56	34	Animation: An Introduction	1	8	7	O
H8T2	33	Workplace Communication in English	1	8	6	O
H4JN	34	Compositing and Motion Graphics	1	8	7	O
H386	34	Visual Communication: An Introduction	1	8	7	O
H385	34	Typography: An Introduction	1	8	7	O
H383	34	Web Design: An Introduction	1	8	7	O
FD62	34	Sculpture: An Introduction	1	8	7	O
F565	34*	3D Computer Animation: Movement Studies Intermediate	2	16	7	O
Selected units (optional): Group 2— up to 3.0 credits needed						
H31E	35	2D Computer Animation	2	16	8	O
DX32	35	Digital Audio for Artists and Designers	1	8	8	O

*Refer to History of Changes

HND Computer Arts and Design at SCQF level 8

Unit code		Unit title	SCQF level	SCQF credit points	SQA credit	M/O
Mandatory units: 12.0 credits needed						
DV96	34	Developmental Drawing	7	8	1	M
FD69	34	Digital Imaging	7	8	1	M
FD63	35	Art and Design Context	8	8	1	M
H380	35	Art and Design Project	8	8	1	M
H4A1	34	Creative Industries: An Introduction	7	8	1	M
DX3K	34	Computer Arts and Design: Graded Unit 1	7	8	1	M
F1EY	35	Computer Art and Design: Professional Studies	8	8	1	M
DX31	35	Developmental Drawing Portfolio	8	8	1	M
F1D8	35	Art and Design: Advanced Project	8	8	2	M
F1HB	35	Computer Arts and Design: Graded Unit 2	8	16	2	M
Options (mandatory): 18.0 credits needed						
Group 1 (restricted mandatory options, ie key framework skill units): From 5.0 to 7.0 credits needed. Selected units (optional).						
HG59	34	Computer Arts and Design: Scriptwriting	7	8	1	MO revised
HG57	35	Computer Arts and Design: Theory and Practice	8	8	1	MO revised
HG58	35	Computer Arts and Design: Technologies	8	8	1	MO revised
HM02	34	Research Methods for Artists and Designers	7	8	1	MO new
HM00	34	Storyboarding: An Introduction	7	8	1	MO new
HM05	35	Art and Design: Group Work	8	16	2	MO revised
HM06	35	Computer Arts and Design: Advanced Digital Imaging	8	16	2	MO revised
F1EC	35	Computer Arts and Design: Advanced Software Applications	8	16	2	MO revised
Group 2 (optional): From 11.0 to 13.0 credits needed						
DV69	34	Typography	7	16	2	O
H385	34	Typography: An Introduction	7	8	1	O
HG56	34	Animation: An Introduction	7	8	1	O revised
DW9H	34	3D Computer Visualisation	7	8	1	O
DW6C	34	Photography: An Introduction	7	8	1	O

Unit code		Unit title	SCQF level	SCQF credit points	SQA credit	M/O
DW9T	34	Materials: Manipulation and Application	7	8	1	O
H383	34	Web Design: An Introduction	7	8	1	O
DV92	34	Printmaking and Producing Print	7	8	1	O
DV98	34	Life Drawing	7	8	1	O
FD62	34	Sculpture: An Introduction	7	8	1	O
DW9V	34	Screen Based Design: An Introduction	7	8	1	O
DX28	34	Video Practice and Theory for New Media	7	8	1	O
H4JN	34	Compositing and Motion Graphics	7	8	1	O
DV9A	34	Observational Drawing	7	8	1	O
DV9C	34	Portfolio Production	7	8	1	O
DW9R	34	Film Theory	7	8	1	O
H31E	35	2D Computer Animation	8	16	2	O
DW9G	34	3D Animation Motion Studies	7	8	1	O
D7HJ	34	Employment Experience 1	7	8	1	O
H386	34	Visual Communication: An Introduction	7	8	1	O
DW9P	34	Editing for New Media	7	8	1	O
DV5T	34	Art and Design: Creative Process	7	8	1	O
DX32	35	Digital Audio for Artists and Designers	8	8	1	O
F1F0	35	Film Studies for New Media	8	8	1	O
DX39	35	Life Drawing Portfolio	8	8	1	O
F1GW	35	Game Design	8	16	2	O
F1H7	35	Illustration Techniques Project	8	8	1	O
F1ED	35	Conceptual Sound: Theory and Practice	8	8	1	O
F1D7	35	Animation: Character Design	8	16	2	O
F1D9	35	Design for Virtual Environments	8	8	1	O
DX5R	35	Web Design Project	8	16	2	O
F1GT	35	Information Design	8	8	1	O
DF66	34	Multimedia Computing: Audio and Video 1	7	16	2	O
DF67	35	Multimedia Computing: Audio and Video 2	8	16	2	O
F1GV	35	3D Computer Animation and Technical Direction: Advanced	8	16	2	O

Unit code		Unit title	SCQF level	SCQF credit points	SQA credit	M/O
F1GY	34	Motion Studies	7	8	1	O
F1H3	35	Art and Design: Presentation	8	16	2	O
DX38	35	Observational Drawing Portfolio	8	8	1	O
F1EB	35	Art and Design: Interactive Media	8	8	1	O
DX5X	36	Typography: Advanced	9	16	2	O
F1H2	35	Art and Design: Freelance Working Skills	8	8	1	O
H8T2	33	Workplace Communication in English	6	8	1	O
DE3R	34	Personal Development Planning	7	8	1	O
F1H0	34	Mixed Media Techniques	7	8	1	O
F1CB	35	Exhibition of Contemporary Artform	8	8	1	O
F0MF	35	Art and Design Context: Personal Investigation	8	8	1	O
F1R9	35	Contemporary Art Practice: Digital Media Development	8	16	2	O
FD68	35	Contemporary Art Practice: Digital Media Production	8	16	2	O
FD6A	35	Mixed Media Development	8	16	2	O
FF31	34	Creative Arts Project: Development	7	16	2	O
FF30	34	Creative Arts Project: Production	7	16	2	O
HM01	35	Applied Philosophical Aesthetics	8	8	1	O new
HM03	35	Physical Computing for Artists and Designers	8	8	1	O new
HM04	35	Cybernetics	8	8	1	O new
F565	34	3D Computer Animation: Movement Studies Intermediate	7	16	2	O new

3   Aims of the qualifications

Aims of the award

The principal aim of the HNC in Computer Arts and Design is to enable learners to develop an understanding of the influence and contribution made by technology in art and design and be able to apply this to project work.

The principal aim of the HND in Computer Arts and Design is to enable learners to enhance their knowledge and skills in the use of specialised technology in an arts and design context.

Background

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

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

Other subject-related aims are to:

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

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

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

3.1 General aims of the award

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

♦ Developing a range of personal and key skills designed to improve creative and critical thinking, self-awareness and employability
♦ Developing problem solving
♦ Developing the ability to manage projects
♦ Developing communication skills and presentation techniques
♦ Developing the ability to be flexible and to work co-operatively with others
♦ Developing personal effectiveness
♦ Developing study and research skills
♦ Developing skills in IT
♦ Developing current employment skills and expertise
♦ Providing opportunities for career planning
♦ Preparing for progression to employment or further study
♦ Developing time management skills

In relation to the HNC/HND Computer Arts and Design, the generic aims listed above are enhanced by the following general aims:

(a) Developing awareness of the cultural and industrial context in which Computer Arts and Design functions
(b) Developing team working skills in a Computer Arts and Design context
(c) Developing the ability to achieve personal targets in a Computer Arts and Design context
(d) Developing creative processes in the context of Computer Arts and Design
(e) Developing visual language in relation to Computer Arts and Design

These attributes are also essential to success in the broad art and design field.

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 and are thus highlighted here in the general aims.

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

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

3.2 Specific aims of the award

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

1   Understanding of the role and application of computer technology within art and design subject areas.
2   The application of theoretical concepts to art and design projects.
3   The ability to evaluate theoretical concepts in relation to Computer Arts and Design.
4   An ability to analyse and synthesise knowledge and skills acquired through study in the context of Computer Arts and Design.
5   An ability to develop innovation, originality and creativity.
6   An ability to build proficiency in time management and professional practice and promote accuracy in the presentation of design work.
7   An ability to develop critical analysis; to reflect on own work and continually strive for best practice.
8   An ability to integrate these skills in practical or business application in the context of Computer Arts and Design.
9   An ability to develop competencies in a range of specialised areas in line with preferred career aims.
10 To enable progression to further study in a Computer Arts and Design related discipline.
11 To enable the adoption of innovative practices and creativity in work and ability to respond quickly to the challenges posed by changes in the Computer Arts and Design industry.
12 An ability to develop personal skills and follow creative industry protocol.

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

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

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

In relation to the HNC/HND Computer Arts and Design, the generic aims listed above are awareness and development of these skills is incorporated into the group award by the requirement for learners, supported by tutors, to take responsibility for their learning programmes, and to work with a range of others on a variety of projects.
Personal Development Planning (PDP) is highly encouraged within the awards and opportunities exist to undertake a formal unit within the subject. The graded unit also integrates and applies knowledge and skills developed and provide further opportunities for learners to demonstrate transferable key skills and a high level

Skills development

The following additional skills will also be developed in the specific aims:

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

The revised qualifications will sustain the incremental progression through the range of art and design qualifications now available from National 5 level to HND level.

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

3.3   Graded unit

There is one graded unit in the HNC (one SQA credit at SCQF level 7 = 8 SCQF credit points at level 7) and one graded unit in the HND (two SQA credits at SCQF level 8 = 16 SCQF credit points at level 8).

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

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

Centres may use the assessment instruments developed by the group award qualification design team. Alternatively, it is proposed that centres wishing to use their own assessment materials may do so after prior verification of materials. An assessment exemplar will be available for each graded unit to support centres in their delivery of the graded unit.

Rationale for graded unit assessments

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

The qualification design team felt that the graded units would provide an ideal opportunity for learners to integrate the knowledge and skills gained in the mandatory units in the form of practical assignments which would contribute substantially to the overall portfolio of work achieved by undertaking the HNC/HND Computer Arts and Design award.

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the qualification design team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

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

♦ A strong interest in computer based arts and design and art and design practices and associated skills demonstrated in the presentation of a portfolio of work as evidence of their ability along with the entry criteria of particular centres.
♦ Ability at SCQF 6 (Higher) level in Art and Design and English (or language based subjects such as Economics, History or Modern Studies, etc would be acceptable), along with three standard grade passes or equivalent.
♦ An appropriate programme of study at National Qualification level in, Computer Arts and Design, Graphics, Illustration, Digital Design, Digital Media, Portfolio Preparation or other Visual Communication related areas.
♦ An existing HNC group award in order to articulate into the 2nd year of the HND group award.
♦ Qualifications comparable to the above gained from other awarding bodies.
♦ In the case of mature learners appropriate prior or experiential learning may also be considered.
♦ Formal academic achievements will not, in themselves, represent adequate entry criteria. A more accurate prediction of learner attainment may be achieved through appraisal, which includes an element of guidance. This will normally include a formal interview where applicants should demonstrate their artistic and creative ability to SQA Higher level (SCQF level 6) by presenting a portfolio of work. This will enable an appropriate and realistic assessment of suitability for these group awards.
♦ Academic staff with experience in course tutorship, counselling, advice and guidance, work placement and post-qualification career monitoring may also carry out a non–academic assessment interview.
♦ This informally structured, adaptive interview process will allow the learner to form a realistic perception of the group award and its demands in terms of workload, content and assessment methods. This will improve retention and allow for earlier career planning and development.

English as an additional language

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

Inclusion

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

4.1   Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

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

No specific level was recommended for the formal development in the group award of Core Skills in Information and *Communication Technology* and *Numeracy*.

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

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	
Numeracy	4	
Information and Communication Technology (ICT)	4	
Problem Solving	5	
Working with Others	5	

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

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

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

5.1 Mapping of qualification aims to units

The general aims (a–e) and specific aims (1–12) of the HNC/HND have been mapped to the units as shown below

Code	Unit title	a	b	c	d	e	1	2	3	4	5	6	7	8	9	10	11	12
DV96 34	Developmental Drawing							X	X		X		X				X	X
DX3K 34	Computer Arts and Design: Graded Unit 1	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H4A1 34	Creative Industries: an Introduction	X		X	X	X	X			X	X				X	X	X	X
H380 35	Art and Design Project	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FD69 34	Digital Imaging	X		X	X	X	X	X	X	X		X			X	X	X	X
FD63 35	Art and Design Context	X		X	X	X	X		X	X						X	X	
HG59 34	Computer Arts and Design: Scriptwriting						X				X		X	X				X	X
HG57 35	Computer Arts and Design: Theory and Practice	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HG58 34	Computer Arts and Design: Technologies	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DW9H 34	3D Computer Visualisation	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DW6C 34	Photography: an Introduction	X	X	X	X	X	X	X				X	X	X		X	X	X
DW9T 34	Materials: Manipulation and Application	X		X	X	X	X	X		X	X	X					X	X

Code	Unit title	Aims																
		a	b	c	d	e	1	2	3	4	5	6	7	8	9	10	11	12
DV92 34	Printmaking and Producing Print	X		X	X	X	X			X	X	X			X		X	X
DV98 34	Life Drawing							X			X		X		X			
F1EY 35	Computer Art and Design: Professional Studies	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DX31 35	Developmental Drawing Portfolio	X		X	X	X	X	X	X		X	X	X					X
F1D8 35	Art and Design: Advanced Project	X		X	X	X	X		X	X	X	X	X	X		X	X	X
F1HB 35	Computer Arts and Design: Graded Unit 2	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1EY 35	Computer Art and Design: Professional Studies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HG59 34	Computer Arts and Design: Scriptwriting	X		X	X		X			X	X		X		X	X		X
HG57 35	Computer Arts and Design: Theory and Practice	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HG58 35	Computer Arts and Design: Technologies	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HM02 34	Research Methods for Artists and Designers	X		X	X	X	X	X	X	X	X		X		X	X	X	X
HM05 34	Storyboarding: An Introduction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HM05 35	Art and Design: Group Work	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X

Code	Unit title	a	b	c	d	e	1	2	3	4	5	6	7	8	9	10	11	12
HM06 35	Computer Arts and Design: Advanced Digital Imaging	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HM01 35	Applied Philosophical Aesthetics	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X
HM03 35	Physical Computing for Artists and Designers	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HM04 35	Cybernetics	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HG56 34	Animation: An Introduction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H383 34	Web Design: An Introduction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FD62 34	Sculpture: An Introduction										X	X	X		X			X
DW9V 34	Screen Based Design: An Introduction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DX28 34	Video Practice and Theory for New Media	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H4JN 34	Compositing and Motion Graphics	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DV9A 34	Observational Drawing										X	X	X	X	X	X	X	X
DV9C 34	Portfolio Production	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DW9R 34	Film Theory	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
H31E 35	2D Computer Animation	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Code	Unit title	Aims																
		a	b	c	d	e	1	2	3	4	5	6	7	8	9	10	11	12
DW9G 34	3D Animation Motion Studies	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D7HJ 34	Employment Experience 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H386 34	Visual Communication: An Introduction	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DW9P 34	Editing for New Media	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DV5T3 34	Art and Design: Creative Process	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DX32 35	Digital Audio for Artists and Designers	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1F0 35	Film Studies for New Media	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DX39 35	Life Drawing Portfolio										X	X	X		X				X
F1GW 35	Game Design	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1H7 35	Illustration Techniques Project	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1ED 35	Conceptual Sound: Theory and Practice	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
F1D7 35	Animation: Character Design	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1D9 35	Design for Virtual Environments	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DX5R 35	Web Design Project	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1GT 35	Information Design	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Code	Unit title	a	b	c	d	e	1	2	3	4	5	6	7	8	9	10	11	12
																		Aims
DF66 34	Multimedia Computing: Audio and Video 1	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DF67 35	Multimedia Computing: Audio and Video 2	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1GV 35	3D Computer Animation and Technical Direction: Advanced	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1GY 34	Motion Studies	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1H3 35	Art and Design: Presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DX38 35	Observational Drawing Portfolio										X		X		X				X
F1EB 35	Art and Design: Interactive Media	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DX5X 36	Typography: Advanced	X		X		X	X					X	X	X				X
F1H2 35	Art and Design: Freelance Working Skills	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H8T2 33	Workplace Communication in English		X										X						X
DE3R 34	Personal Development Planning	X		X	X					X	X	X	X	X	X				X
F1H0 34	Mixed Media Techniques	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Code	Unit title	Aims															
		a	b	c	d	e	1	2	3	4	5	6	7	8	9	10	11	12
F1CB 35	Exhibition of Contemporary Artform	X		X	X	X	X	X	X	X	X	X	X	X			X	X
F0MF 35	Art and Design Context: Personal Investigation	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F1R9 35	Contemporary Art Practice: Digital Media Development	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FD68 35	Contemporary Art Practice: Digital Media Production	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FD6A 35	Mixed Media Development	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FF31 34	Creative Arts Project: Development	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FF30 34	Creative Arts Project: Production	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

There are no applicable national occupational standards

5.3 Mapping of Core Skills development opportunities across the qualifications

The general aims of the group award include developing a range of personal and key skills designed to improve creative and critical thinking, self-awareness and employability. Team working, achieving personal targets and time management are attributes essential to success in art and design. All practical teaching and learning activities will provide a context for developing and tailoring relevant generic elements of the Core Skills to meet the specific vocational demands of the disciplines within Computer Arts and Design. Learners will use advanced strategies to work with a range of other people, integrating numeracy through preparing costings and the use of advanced computer graphics, and literacy in the form of reading, verbal communication and evaluative written reports. Critical analysis, performance and evaluation review, with a focus on the continuous problem solving involved in practical project work, are essential activities that will be further demonstrated in the context of the graded unit. This will provide a further opportunity to understand, explore and demonstrate a high level of achievement in components of the Core Skills as they relate to future destinations.

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 learners, supported by tutors, to take responsibility for their learning programmes, and to work with a range of others on a variety of projects.

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

Learners who achieve the HNC/HND group award will have opportunities to develop Core Skills to the following levels as a minimum:

♦ *Communication* SCQF 6
♦ *Problem Solving* SCQF 6
♦ *Working with Others* SCQF 6
♦ *Numeracy* SCQF 6
♦ *Information and Communication Technology* SCQF 6

The achievement of DX3K 34 *Computer Arts and Design: Graded Unit 1* gives automatic certification of *Problem Solving* at SCQF level 6 (M).
The achievement of F1D6 35 *Philosophical Aesthetics: An Introduction* gives automatic certification of *Critical Thinking* at SCQF level 6 (O).
The achievement of F1ED 35 *Conceptional Sound: Theory and Practice* gives automatic certification of *Critical Thinking* at SCQF level 6 (O).

In addition, the new and revised units will be audited for Core Skills and the table below will be updated accordingly.

The following table shows where Core Skills are signposted (X) and embedded (E) with the mandatory units and mandatory optional (key skills) units within the HNC/HND Computer Arts and Design awards.

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
DV96 34	Developmental Drawing			X				X	X	X			
DX3K 34	Computer Arts and Design: Graded Unit 1	X	X	X		X	X	E*	E*	E*	X		
H4A1 34	Creative Industries: an Introduction	X	X	X		X	X	X	X	X	X		
H380 35	Art and Design Project	X	X	X			X	X	X	X		X	X
FD69 34	Digital Imaging	X	X	X		X	X	X	X	X	X		
FD63 35	Art and Design Context	X	X	X			X	X	X	X	X		
HG59 34	Computer Arts and Design: Scriptwriting	X	X	X			X	X	X	X	X		
HG57 35	Computer Arts and Design: Theory and Practice	X	X				X	X	X	X			
HG58 34	Computer Arts and Design: Technologies	X	X		X	X	X	X	X	X			
DX31 35	Developmental Drawing Portfolio							X	X	X	X		
F1D8 35	Art and Design: Advanced Project	X	X	X		X	X	X	X	X	X		
F1HB 35	Computer Arts and Design: Graded Unit 2	X	X	X		X	X	E*	E*	E*	X		

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F1EY 35	Computer Art and Design: Professional Studies	X	X	X		X	X	X	X	X	X		
HM02 34	Research Methods for Artists and Designers	X	X	X		X	X	X	X	X	X		
HM05 34	Storyboarding: An Introduction	X	X	X		X	X	X	X	X	X		
HM05 35	Art and Design: Group Work	X	X	X	X	X	X	X	X	X	X	X	X
HM06 35	Computer Arts and Design: Advanced Digital Imaging	X	X	X	X	X	X	X	X	X	X		

5.4   Assessment strategy for the qualifications

The assessment strategy of the SQA design principles — to encourage a more holistic approach to assessment — has been adopted in these group awards. The HN Unit specification places the emphasis on reducing the assessment load for both learners and centres by devising assessments that assess the entire unit or link assessment of outcomes together. There are also opportunities to integrate some assessments across units.

The HNC and HND in Computer Arts and Design contain a large number of mandatory and optional units. The individual unit specifications detail the exact evidence requirements and assessment procedures for each assessment event and it is envisaged that a diverse range of assessment methods will be used within these group awards. The following gives examples of how units may be assessed:

♦   Practical assignments to demonstrate competence. Units such as HM00 34 *Story Boarding,* HN06 35 CAD *Advanced Digital Imaging* would be good examples for this type of assessment;
♦   Project-based work — this would be appropriate for units such DX31 35 *Developmental Drawing Portfolio,* F1D8 35 *Art and Design: Advanced Project* amongst others.
♦   Written and/or oral assessment of knowledge — applicable across a wide range of units.
♦   Extended and short answer questions — both closed and open-book.
♦   Checklists.
♦   Portfolio building.

Should centres wish to use a different mode of assessment from that recommended they should seek prior verification from SQA. Assessment exemplars will be produced for mandatory units indicating to centres what is required from the assessment instrument.

6 Guidance on approaches to delivery and assessment

The HNC and HND in Computer Arts and Design provide an opportunity for learners to prepare themselves for a career within the creative industries as artists or designers. It will equip those seeking such a career with a relevant educational experience to enhance career goals. The awards will also give a very sound foundation from which to progress onto a degree level course.

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

6.1 Sequencing/integration of units

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

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

Practical and creative skills are developed in the vast majority of individual units, most of which require a final demonstration of skills to an assessor and an appropriate audience. This regular requirement for formal and less formal presentation will develop an awareness of how to improve the presentation of the learner and their work as well as building the learner's confidence. Paramount to the award is the integration of traditional art and design practice with emergent digital technologies. All of the units within the awards, both mandatory and optional, have been written to reflect this ethos.

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

6.2   Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts. In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

Access requirements to the HNC/HND are specified in Section 4 above and centres will have policies and procedures in place to consider recognition of prior learning/experience. The centre should be able to justify its decision to award units using RPL as the assessment model to the SQA external verifier when required.

The recognition of prior learning may no**t** be used as a method of assessing in the following types of units and assessments:

♦ HN Graded Units
♦ Course and/or external assessments
♦ Other integrative assessment units (which may or not be graded)
♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
♦ Where there is an existing requirement for a licence to practice
♦ Where there are specific health and safety requirements
♦ Where there are regulatory, professional or other statutory requirements
♦ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Articulation

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

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

6.2.2 Professional recognition

While a substantial number of learners do choose to progress to higher education an increasing number of learners are successfully gaining employment directly on the completion of their course(s). Those who have progressed into employment or were in employment while studying for the group awards confirm the usefulness of the skills they gained on their course to employment prospects. The following occupational areas accepted the relevance of these awards:

♦ Graphic designers
♦ Design agencies
♦ Illustrators
♦ Web designers
♦ Multimedia designers
♦ Publishers
♦ Animation
♦ Games design companies
♦ Film and TV production companies
♦ New media companies
♦ Mobile content development
♦ Practicing artists
♦ 3D visualisation

6.2.3 Approaches to delivery and assessment

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

This balance is intended to develop the learner's ability to identify and apply individual skills and to facilitate these abilities in the chosen specialisation within Computer Arts and Design and creative industries, thereby enhancing future employability and opportunities for progression to higher education.

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 learners and centres by devising assessments that assess the entire unit or link assessment of outcomes together. There are also opportunities to integrate some assessments across units.

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

Practical and creative skills are developed in the vast majority of individual units, most of which require a final demonstration of skills to an assessor and an appropriate audience. This regular requirement for formal and less formal presentation will develop an awareness of how to improve the presentation of the learner and their work as well as building the learner's confidence. Paramount to the award is the integration of traditional art and design practice with emergent digital technologies. All of the units within the awards, both mandatory and optional, have been written to reflect this ethos.

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

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

6.2.4 Credit transfer

Amendments to component units and replacements will occur throughout the lifetime of the HNC/HND. Centres should ensure that opportunities for credit transfer are explored when such substitutions take place. SQA ensures that previous versions of units remain on the overall framework should learners require replacement certificates at a future date.

Implementing credit transfer

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

♦ Some learners may wish to access/achieve an HND using units obtained from the most recent predecessor HNC/first-year HNDs as credit transfer.
♦ Centres should use this information to give credit transfer between the Units achieved in the most recent predecessor HNC/first-year HND and enter the credit transfer learners for the Units in this HND.
♦ Learners must, however, satisfy all other conditions of award for these including the mandatory exit Core Skills profile 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.

6.3 Opportunities for e-assessment

Whilst not specifically designed for e-assessment, there may be opportunities for this to be utilised for elements of units such as:

HM03 35   *Programming and Physical Computing for Artist and Designers*
HM04 35   *Cybernetics*
HM00 34   *Storyboarding*
HM06 35   *Computer Arts and Design: Advanced Digital Imaging*

6.4 Support materials

A number of Assessment Support Packs (ASPs) have been developed and/or revised to support the implementation of component units. These include ASPs for the following new units:

DX3K 34   *Graded Unit 1*
F1HB 35   *Graded Unit 2*
HM01 35   *Applied Philosophical Aesthetics*
HM02 34   *Research Methods for Artists and Designers*
HM03 35   *Programming and Physical Computing for Artist and Designers*
HM04 35   *Cybernetics*
HM00 34   *Storyboarding*
HM06 35   *Computer Arts and Design: Advanced Digital Imaging*

A list of existing ASPs is available to view on SQA's website.

6.6 Resource requirements

Given the nature of these qualifications, learners may require access to appropriate digital and other technical equipment in the classroom setting as well as for independent study and portfolio building.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements**.**

Internal and external verification

All instruments of assessment used within this/these qualification(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/GuideToAssessment)**.

8   Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦   learners may not be entered for the group award
♦   the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' 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 learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦   the group award will be deleted from the relevant catalogue
♦   the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦   no new centres may be approved to offer the group award
♦   centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National qualification group awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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 learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
04	**Addition of Unit:** F565 34 3D Computer Animation: Movement Studies Intermediate has been added to optional section of the HND allowing centres further flexibility in delivery	01/10/2024
03	**Addition of Unit:** F565 34 3D Computer Animation: Movement Studies Intermediate has been added to optional section of the HNC allowing centres further flexibility in delivery.	14/06/2024
02	Inclusion of additional Computer Arts and Design: Advanced Software Applications (F1EC 35) to Group 1 Optional Section.	15/12/2017

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9   General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The HNC/HND Computer Arts and Design group awards have been devised as national awards that will be delivered in further education colleges across Scotland.

By bringing a range of creative areas together within one main framework for Computer Arts and Design, you will have the opportunity to undertake a much greater choice of subject areas and therefore broaden your learning experience. The new frameworks also offer the opportunity for more creative collaboration of subjects which will meet with the growing demands of employers and industry as well as allow the opportunity for specialisation within a specified subject area, such as 3D computer animation, time-based art, new media or games design.

The breadth of opportunity provided by this group award will equip you with a broad range of skills and knowledge to prepare you for employment in the field and/or further study at degree level. Attainment of the standards will demand the use of a range of study techniques as well as the development of personal skills and attitudes that will be of general value in life and work.

You will also have the opportunity to develop or enhance Core Skills. Core Skills will be signposted within the context of each unit giving learners the opportunity to achieve a high level of competence in the areas of *Communication*, *Numeracy*, *Information and Communication Technology*, *Problem Solving* and *Working with Others*, while maintaining a focus on their subject specialism.

- The achievement of DX3K 34 *Computer Arts and Design: Graded Unit 1* gives automatic certification of *Problem Solving* at SCQF level 5.
- The achievement of F1D6 35 *Philosophical Aesthetics: An Introduction* gives automatic certification of *Critical Thinking* at SCQF level 6.
- The achievement of F1ED 35 *Conceptional Sound: Theory and Practice* gives automatic certification of *Critical Thinking* at SCQF level 6.

In recent years the number of learners leaving at both HNC and HND level to embark upon a career as a designer has increased rapidly and therefore the changes within the new framework are a direct response to the developments within the area of Computer Arts and Design.

Career opportunities may include the following:

- Graphic designers
- Design agencies
- Illustrators
- Web designers
- Multimedia designers
- Publishers
- Animation
- Games design companies
- Film and TV production companies
- New media companies
- Mobile content development
- Practicing artists
- 3D visualisation

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