



Group Award Specification for:

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

Group Award Code: GP12 15

and

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

Group Award Code: GP15 16

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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.

1.1 Background information

SQA has offered Music qualifications since 1988. The HN Music framework was launched in 2005, addressing the national requirements for standardisation while providing sufficient optional units to meet local specialism or demand. Maintenance reviews and updates have taken place every year since 2011 to clarify the requirements of units, add units to the framework and revise units following feedback to the Qualifications Support Team from approved delivering centres.

HN Music qualifications have remained popular since being introduced, with take up of the award being consistent. Graduates of the HN have gone on to university level education, industry employment and started up and sustained music-related businesses. Many HN graduates have experienced success at national and international level since the introduction of these awards.

Learners typically enter the qualification with relevant National Qualifications or a National Qualifications Group Award at level 6; two Highers (preferably Music and English) or equivalent. Other qualifications and/or existing industry experience may be acceptable and it is at the discretion of the delivering centre to determine the suitability of any learner.

Many learners progress to study at SCQF levels 9 and 10 as a result of a number of Scottish universities offering 'top-up' degrees utilising the 2+2 model. This model allows learners who have achieved an HND to enter directly into the 3rd year of a related undergraduate degree on the basis that the HND can be considered equivalent to Year 1 and 2 on an undergraduate degree programme.

There have been significant changes in the music sectors since the HN Music validation in 2005, with the balance shifting from recorded music towards live performance. The Creative Scotland Music Sector Review (updated 2014) quotes Creative and Cultural Skills research stating, that of the (approximately) 10,000 employed in music, 'live performance is by far the largest employer' with '41% of the total' activity. It further describes that in Scotland the proportion is higher, accounting for '11% of the UK's live music revenue' with just '8% of the UK population. Music consumption patterns and listening habits have changed significantly in the last decade. Whilst many of the fundamental skills in music are still relevant it was recognised that there was a need to update the HN qualification to ensure that those undertaking the award gain the necessary knowledge and creative and technical skills to fully prepare them for employment or further study.

In 2016, a comprehensive scoping exercise was undertaken by SQA to ascertain the changes required to the HN to ensure that the award remained relevant to the needs of industry and further and higher education. A range of employers, music professionals, higher education institutions and centres who delivered the HNC/HND were consulted and were invited to review the award and provide feedback on any changes required to ensure the award continues to meet current (and future) needs. Prominent themes which arose during the scoping process included:

- ◆ Live performance is not only the strongest sector of the music industry but is also a key skill and experience for those studying music and should be mandatory within the HNC/HND Music framework.
- ◆ The HNC/HND Music should allow creativity to flourish, encouraging collaboration and allowing learners to gain practical experience.
- ◆ Some titles and language within the qualification required to be updated and digital rights should be covered in the qualification.
- ◆ Evidence requirements across the qualification should be reviewed to update language, technology, place greater focus on core musical activity and improve the standard of literacies.
- ◆ Theoretical concepts should be contextualised in practical activity, where possible, to reduce the volume of assessment across the award.
- ◆ A feature of the previous award had been to have several units in common across the mandatory sections of HN Sound Production and HN Music Business. It was identified that this has led to an over-emphasis of business related units in the music qualification and a deficit of practical music making activity in the mandatory section of the award, particularly in relation to performing and recording opportunities.

The review has resulted in work being carried out over two years to implement significant revision to both mandatory and optional sections of the award. Several units within the award have been revised, some removed and new units have been written where there was an identified need.

Revisions to the award have been implemented, as a result of feedback from industry ensuring that those undertaking this award are gaining the necessary knowledge and skills to work effectively within the music sectors, whether in live performance, studio recording, teaching or songwriting and composing. Similarly, revisions to this award as a result of feedback received from higher education should ensure that this revised award will continue to provide strong progression pathways for learners who wish to access further study. Finally, revisions to this award have been made as a result of a substantial amount of feedback from centres delivering the award.

1.2 Title of the qualification

The titles of the qualifications — HNC and HND Music reflect the competences of the group awards and the aims and objectives of the group awards. They are intended for learners who have an interest in music and wish to develop as musicians, pursuing music as a career. The mandatory units of both the HNC and HND provide learners with knowledge of music theory and music business fundamentals, technical musical skills, experience of live performance and the organisational and creative skills required for a diverse range of careers in music. Consultations with centres currently offering the awards have indicated that the titles continue to be meaningful and appropriate.

1.3 Target groups

The HN is designed for those interested in pursuing a career in music and who wish to develop the knowledge, creative and technical skills required for a career in music. As such, it is suitable for school leavers, adult returners, the self-employed and those already in employment. 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 in developing their skills. A prerequisite is an ability to play an instrument or sing — this, ideally would be demonstrated at an audition at the time of interview for a place on the course. The qualifications are intended to facilitate progression to employment in a diverse range of careers in music or to further study within higher education.

1.4 Progression opportunities

There are a number of qualifications offered which provide progression to and from the HNC/HND Music Awards. These are shown in the table below.

SCQF level	NQ	HNC/HND	Degree Programmes
11			Masters Degree , eg MA Music MA Music (Songwriting) MDes: Sound for the Moving Image
10			Honours Degree , eg BA (Hons) Commercial Music BA (Hons) Popular Music BA (Hons) Applied Music
9			Ordinary Degree , eg BA Commercial Music BA Popular Music BA Applied Music
8		HND Music	
7		HNC Music	
6	NC Music NPA Music Performing Higher Music		
5	National 5 Music		
4	National 4 Music		
3	National 3 Music		

1.5 Employment opportunities

The HN is not intended solely as a vehicle for progression within education. The revision of these group awards are designed such that learners achieving the HN Music will have developed a wide range of knowledge and creative and technical skills suitable for employment within a diverse range of careers in music.

In addition to specific technical skills and knowledge in music and music performance the breadth of opportunity provided by the HN Music Group Awards will equip learners with a broad range of transferable skills. Attainment of the required standards will demand the use of a range of study techniques as well as the development of personal skills and qualities that will enhance employability.

There are a range of career opportunities. They may include but are not limited to:

- ◆ Teaching music within an institution
- ◆ Peripatetic music tutor
- ◆ Performing musician (solo and/or band member)
- ◆ Session musician
- ◆ Songwriter/composer/arranger
- ◆ Media composer (Multimedia/TV/Film/Games)

In addition to music-specific career opportunities, the knowledge and skills from the group award may enhance employability and provide insight for a career in music business or sound production. It is anticipated that many of the learners completing this programme will work freelance or will mix an aspect of self-employed work with employed work in a range of roles over time.

2 Qualifications structure

The HNC Music Group Award is made up of 12 SQA unit credits. It comprises 96 SCQF credit points of which 64 are at SCQF level 7 in the mandatory section including a graded unit of 8 SCQF credit points at SCQF level 7. This meets the requirements of the design principles set by SQA. A mapping of core skills development opportunities is available in Section 5.3.

The HND Music Group Award is made up of 30 SQA unit credits. It comprises 240 SCQF credit points of which 64 are at SCQF level 7 and a further 64 are at SCQF level 8 in the mandatory section including a graded unit of 8 SCQF credit points at SCQF level 7 and a graded unit of 16 SCQF credit points at SCQF level 8. This meets the requirements of the design principles set by SQA. A mapping of core skills development opportunities is available in Section 5.3.

2.1 Structure

HNC Music

The mandatory section comprises of 8 SQA credits. A further 4 SQA credits can be achieved from the units in lists A, B or C with the following restrictions:

- ◆ A minimum of 1 credit must be selected from list A
- ◆ A maximum of 3 credits can be chosen from list B
- ◆ A maximum of 2 credits can be chosen from list C

Mandatory units — 8 credits

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J01H	34	Music Business for Musicians (SCQF level 7)	1	8	7
J01J	34	Music First Study: Composition (SCQF level 7)	3	24	7
J01K	34	or Music First Study: Instrument (SCQF level 7)	3	24	7
J0J4	34	Music: Graded Unit 1 (SCQF level 7)	1	8	7
J01M	34	Music: Live Performance (SCQF level 7)	2	16	7
J01L	34	Music Theory (SCQF level 7)	1	8	7

Optional units — 4 credits

List A — Music units (1 to 4 credits)					
4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DJ28	33	Keyboard Skills for Music Production	1	8	6
FN1E	34	Cultural Studies: An Introduction	2	16	7
J0MH	34	Music Second Study: Composition (SCQF level 7)	1	8	7
J0MJ	34	Music Second Study: Instrument (SCQF level 7)	1	8	7
J0MK	34	Music: Instrumental Accompaniment (SCQF level 7)	1	8	7
J0ML	34	Music: Organising a Community-based Musical Activity (SCQF level 7)	1	8	7
J0MM	34	Music: Recording Techniques for Musicians (SCQF level 7)	2	16	7
J0MN	34	Music: Songwriting (SCQF level 7)	1	8	7
J0MP	34	Music: Stagecraft for Musicians (SCQF level 7)	1	8	7
J0MR	34	Music: Vocal Ensemble Singing (SCQF level 7)	1	8	7
J0MS	35	Music for the Visual Arts (SCQF level 8)	1	8	8
J0MT	35	Music History (SCQF level 8)	1	8	8
J0MX	35	Music Theory (SCQF level 8)	1	8	8
J475	35*	Music: Improvisation (SCQF level 8)	1	8	8
J0MY	35	Music: Instrumental Instruction (SCQF level 8)	1	8	8
J0N0	35	Music: Research Project (SCQF level 8)	1	8	8
J0N1	35	Music: Session Skills (SCQF level 8)	1	8	8
J0N3	35	Music: Songwriting (SCQF level 8)	1	8	8
F3P6	35	Music History and Analysis (Access to Degree)	1	8	8
List B — Music Business and Sound Production units (0 to 3 credits)					
4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Music Business units					
J0M0	34	Music and Image: Graphics (SCQF level 7)	1	8	7
J0M1	34	Music Business: Artist Management (SCQF level 7)	2	16	7
J00W	34	Music Business: Communication Skills (SCQF level 7)	1	8	7
J0M2	34	Music Business: Live Music Industry (SCQF level 7)	1	8	7
J0M3	34	Music Business: Record Company Organisation and Structure (SCQF level 7)	1	8	7
J0M5	34	Music Business: Running a Live Music Event (SCQF level 7)	2	16	7
J0M6	34	Music Business: Tour Management (SCQF level 7)	1	8	7
J0M7	34	Music Business: Understanding Sound Production (SCQF level 7)	1	8	7
J00X	34	Music History: Genres, Record Labels and Artists (SCQF level 7)	1	8	7
List B (cont)					

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Music Business units (cont)					
J00Y	34	Music Industry (SCQF level 7)	1	8	7
J011	34	Music Industry: Budgeting and Accounts (SCQF level 7)	1	8	7
J012	34	Music Industry: Marketing and Promotion (SCQF level 7)	2	16	7
J013	34	Music Law (SCQF level 7)	1	8	7
J0M8	34	Music Publishing (SCQF level 7)	1	8	7
J0MG	35	Music and Image: Video (SCQF level 8)	1	8	8
J016	35	Music Business: Start-Ups (SCQF level 8)	1	8	8
J017	35	Music Law (SCQF level 8)	1	8	8
J0MD	35	Music Publishing (SCQF level 8)	1	8	8
Sound Production units					
J0L4	33	Sound Production: Audio for Multimedia (SCQF level 6)	1	8	6
DV3E	34	Audio for Visual Art/Images	1	8	7
H1M3	34	Audio Post Production: An Introduction	1	8	7
J0L6	34	Sound Production: Audio for Multimedia (SCQF level 7)	2	16	7
J018	34	Sound Production: Audio Skills (SCQF level 7)	2	16	7
J0L7	34	Sound Production: Creative Music Re-mixing (SCQF level 7)	2	16	7
J019	34	Sound Production: Digital Audio Workstations (SCQF level 7)	2	16	7
J0L8	34	Sound Production: Game Audio (SCQF level 7)	1	8	7
DJ2C	34	Sound Production: Location Recording	1	8	7
J0L9	34	Sound Production: Mixing Project (SCQF level 7)	1	8	7
J01A	34	Sound Production: Recording and Mixing (SCQF level 7)	2	16	7
J0LA	34	Sound Production: Recording Project (SCQF level 7)	1	8	7
J01C	34	Sound Production: Sound for Live Events (SCQF level 7)	2	16	7
J0LB	34	Sound Production: Synthesis and Sampling (SCQF level 7)	1	8	7
J0LD	34	Sound Production: Visual Audio Programming (SCQF level 7)	1	8	7
DR0N	35	Audio System Design	1	8	8
DJ24	35	History of the Audio Industries	1	8	8
J0LF	35	Music Production (SCQF level 8)	1	8	8
J0LG	35	Sound Production: Acoustics (SCQF level 8)	1	8	8
J0LH	35	Sound Production: Audio Systems Integration (SCQF level 8)	1	8	8

List B (cont)					
4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Sound Production units (cont)					
J01D	35	Sound Production: Digital Audio Workstations (SCQF level 8)	2	16	8
J0LP	35	Sound Production: Performance Based Digital Audio Workstations (SCQF level 8)	2	16	8
J01F	35	Sound Production: Skills for Mastering and Final Format Production (SCQF level 8)	2	16	8
J01G	35	Sound Production: Spatial Recording and Reproduction (SCQF level 8)	2	16	8

List C — Other units (0 to 2 credits)					
4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H7FH	33	Intellectual Property	1	8	6
DM0W	34	Creative Project	2	16	7
DE3R	34	Personal Development Planning	1	8	7
HJ4W	34	Work Placement	1	8	7
FF44	35	Creative Industries: Enterprise Activity	1	8	8

HND Music

The mandatory section comprises of 16 SQA credits. A further 14 SQA credits can be achieved from the units in lists A, B or C with the following restrictions:

- ◆ A minimum of 8 credits can be chosen from list A
- ◆ A maximum of 6 credits can be chosen from list B
- ◆ A maximum of 3 credits can be chosen from list C

Mandatory units — 16 credits

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J01H	34	Music Business for Musicians (SCQF level 7)	1	8	7
J01J	34	Music First Study: Composition (SCQF level 7)	3	24	7
J01K	34	or Music First Study: Instrument (SCQF level 7)	3	24	7
J01L	34	Music Theory (SCQF level 7)	1	8	7
J0J4	34	Music: Graded Unit 1 (SCQF level 7)	1	8	7
J01M	34	Music: Live Performance (SCQF level 7)	2	16	7
J01P	35	Music First Study: Composition (SCQF level 8)	3	24	8
J01R	35	or Music First Study: Instrument (SCQF level 8)	3	24	8
J0J5	35	Music: Graded Unit 2 (SCQF level 8)	2	16	8
J01N	35	Music: Live Performance (SCQF level 8)	2	16	8
J01S	35	Music: Online Promotion (SCQF level 8)	1	8	8

Optional units

List A — Music units (8 to 14 credits)					
4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DJ28	33	Keyboard Skills for Music Production	1	8	6
FN1E	34	Cultural Studies: An Introduction	2	16	7
J0MH	34	Music Second Study: Composition (SCQF level 7)	1	8	7
J0MJ	34	Music Second Study: Instrument (SCQF level 7)	1	8	7
FN1F	34	Music: Arranging for Tuned and Non-Tuned Percussive Instruments (SCQF level 7)	2	16	7
J0MK	34	Music: Instrumental Accompaniment (SCQF level 7)	1	8	7
J0ML	34	Music: Organising a Community-based Musical Activity (SCQF level 7)	1	8	7
J0MM	34	Music: Recording Techniques for Musicians (SCQF level 7)	2	16	7
J0MN	34	Music: Songwriting (SCQF level 7)	1	8	7
J0MP	34	Music: Stagecraft for Musicians (SCQF level 7)	1	8	7
J0MR	34	Music: Vocal Ensemble Singing (SCQF level 7)	1	8	7
J0MS	35	Music for the Visual Arts (SCQF level 8)	1	8	8
J0MT	35	Music History (SCQF level 8)	1	8	8
F3P6	35	Music History and Analysis (Access to Degree)	1	8	8
J0MV	35	Music Second Study: Composition (SCQF level 8)	1	8	8
J0MW	35	Music Second Study: Instrument (SCQF level 8)	1	8	8
J0MX	35	Music Theory (SCQF level 8)	1	8	8
J475	35*	Music: Improvisation (SCQF level 8)	1	8	8
J0MY	35	Music: Instrumental Instruction (SCQF level 8)	1	8	8
J0N0	35	Music: Research Project (SCQF level 8)	1	8	8
J0N1	35	Music: Session Skills (SCQF level 8)	1	8	8
J0N3	35	Music: Songwriting (SCQF level 8)	1	8	8

List B — Music Business and Sound Production units (0 to 6 credits)					
Music Business units					
4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J0M0	34	Music and Image: Graphics (SCQF level 7)	1	8	7
J0M1	34	Music Business: Artist Management (SCQF level 7)	2	16	7
J00W	34	Music Business: Communication Skills (SCQF level 7)	1	8	7
J0M2	34	Music Business: Live Music Industry (SCQF level 7)	1	8	7
J0M3	34	Music Business: Record Company Organisation and Structure (SCQF level 7)	1	8	7
J0M5	34	Music Business: Running a Live Music Event (SCQF level 7)	2	16	7
J0M6	34	Music Business: Tour Management (SCQF level 7)	1	8	7
J0M7	34	Music Business: Understanding Sound Production (SCQF level 7)	1	8	7
J00X	34	Music History: Genres, Record Labels and Artists (SCQF level 7)	1	8	7
J00Y	34	Music Industry (SCQF level 7)	1	8	7
J011	34	Music Industry: Budgeting and Accounts (SCQF level 7)	1	8	7
J012	34	Music Industry: Marketing and Promotion (SCQF level 7)	2	16	7
J013	34	Music Law (SCQF level 7)	1	8	7
J0M8	34	Music Publishing (SCQF level 7)	1	8	7
J0MG	35	Music and Image: Video (SCQF level 8)	1	8	8
J016	35	Music Business: Start-Ups (SCQF level 8)	1	8	8
J017	35	Music Law (SCQF level 8)	1	8	8
J0MD	35	Music Publishing (SCQF level 8)	1	8	8
J015	35*	Music Business: Professional Development Project	3	24	8
FF44	35	or Creative Industries: Enterprise Activity	1	8	8
Sound Production units					
J0L4	33	Sound Production: Audio for Multimedia (SCQF level 6)	1	8	6
DV3E	34	Audio for Visual Art/Images (SCQF level 7)	1	8	7
H1M3	34	Audio Post Production: An Introduction (SCQF level 7)	1	8	7
J0L6	34	Sound Production: Audio for Multimedia (SCQF level 7)	2	16	7
J018	34	Sound Production: Audio Skills (SCQF level 7)	2	16	7
J0L7	34	Sound Production: Creative Music Re-mixing (SCQF level 7)	2	16	7
J019	34	Sound Production: Digital Audio Workstations (SCQF level 7)	2	16	7
J0L8	34	Sound Production: Game Audio (SCQF level 7)	1	8	7
DJ2C	34	Sound Production: Location Recording	1	8	7

List B — Music Business and Sound Production units (0 to 6 credits)					
		(SCQF level 7)			
J0L9	34	Sound Production: Mixing Project (SCQF level 7)	1	8	7
J01A	34	Sound Production: Recording and Mixing (SCQF level 7)	2	16	7
J0LA	34	Sound Production: Recording Project (SCQF level 7)	1	8	7
J01C	34	Sound Production: Sound for Live Events (SCQF level 7)	2	16	7
J0LB	34	Sound Production: Synthesis and Sampling (SCQF level 7)	1	8	7
J0LD	34	Sound Production: Visual Audio Programming (SCQF level 7)	1	8	7
DR0N	35	Audio System Design	1	8	8
DJ24	35	History of the Audio Industries	1	8	8
J0LF	35	Music Production (SCQF level 8)	1	8	8
J0LG	35	Sound Production: Acoustics (SCQF level 8)	1	8	8
J0LH	35	Sound Production: Audio Systems Integration (SCQF level 8)	1	8	8
J01D	35	Sound Production: Digital Audio Workstations (SCQF level 8)	2	16	8
J0LK	35	Sound Production: Foley and Automated Dialogue Replacement (SCQF level 8)	2	16	8
J0LM	35	Sound Production: Game Audio (SCQF level 8)	2	16	8
J0LN	35	Sound Production: Independent Studio Project (SCQF level 8)	2	16	8
J0LP	35	Sound Production: Performance Based Digital Audio Workstations (SCQF level 8)	2	16	8
J01F	35	Sound Production: Skills for Mastering and Final Format Production (SCQF level 8)	2	16	8
J0LR	35	Sound Production: Sound Reinforcement (SCQF level 8)	2	16	8
J01G	35	Sound Production: Spatial Recording and Reproduction (SCQF level 8)	2	16	8

List C — Other units (0 to 3 credits)					
4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H7FH	33	Intellectual Property	1	8	6
DM0W	34	Creative Project	2	16	7
DE3R	34	Personal Development Planning	1	8	7
HJ4W	34	Work Placement	1	8	7

3 Aims of the qualifications

The HNC and HND will develop learners' ability in music, expression and creativity, build proficiency in instrumental performance, stagecraft and composition and promote sensitivity in musical presentation. It is designed to provide learners with knowledge of music theory and music business fundamentals, technical musical skills, experience of live performance and the organisational and creative skills required for a diverse range of careers in music and to prepare them for progression to further study.

3.1 General aims of the qualifications

The general aims are to:

- 1 develop learners' skills as either composers/performers, sound engineers/designers or business personnel.
- 2 develop communication and interpersonal skills.
- 3 develop analytical skills.
- 4 develop self-evaluative skills, enabling professional development.
- 5 develop self-presentation skills.
- 6 develop the ability to work independently and as part of a team.
- 7 develop self-assurance and the confidence to perform to potential.
- 8 develop professional attitudes.
- 9 enhance employment prospects and/or facilitate progression to higher education.
- 10 enable progression within the SCQF framework.
- 11 prepare learners for employment and/or self-employment.
- 12 develop self-assurance and confidence and to meet the needs of the labour market.

3.2 Specific aims of the qualifications

HNC Music

To develop the following areas of skills and knowledge:

- 13 an ability to develop essential underpinning knowledge in music.
- 14 an ability to analyse and synthesise knowledge and skills acquired through study.
- 15 an ability to develop study, organisational and research skills.
- 16 an ability to develop skills in musicality, expression and creativity in performance and stagecraft and/or composition and promote sensitivity in musical presentation.
- 17 an ability to integrate musical skills in practical or business application.
- 18 an ability to develop competencies in a range of specialised areas in line with preferred career aims.
- 19 to enable progression to further study in music or a related discipline.
- 20 an ability to develop personal skills and follow music industry protocol.

HND Music

To develop the following areas of skills and knowledge:

- 21 an ability to develop breadth and depth of knowledge in music.
- 22 an ability to develop proficiency in musicality, expression and creativity in performance and stagecraft and/or composition and promote sensitivity in musical presentation.
- 23 an ability to develop critical analysis; to reflect on own work and continually strive for best practice.
- 24 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.

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 learners' confidence.

Self-evaluative skills are developed through an integrated approach to assessment. The mandatory units at HNC and 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.

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. *Music: Graded Unit 1* demands that a portfolio is produced which can be presented to a prospective employer or a higher education institution. In *Music: Graded Unit 2*, the same approach applies regarding potential employment, however, each learner will be required to undertake a presentation during an interview by a prospective employer or financial backer.

3.3 Graded units

The first year graded unit is a project in the form of a practical assignment. This should take place 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* learners will prepare and present a portfolio of work. This could be used to showcase their work 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 HND Music Group Awards. Learners 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, learners 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 learners 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. Learners 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 learners 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 learners 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 a range of job vacancies. The learner will select one of these opportunities to apply for.

Each learner 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.

Learners 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, learners should ensure that all materials are sufficient to meet all the requirements of this graded unit to reflect the group award and current practice for a career in music, therefore creating a holistic project which is realistic from both perspectives.

Each learner 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 learner. This should be presented in the form of a structured logbook.

Centres should supplement the written evidence with oral evidence obtained from each learner, 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.

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:

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 learner for entry to the HN 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 National 5 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 learners 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 learner 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 Higher Music (SCQF level 6). 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.

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 would 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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Good communications skills are required for learners undertaking this qualification. Learners will need to read, understand and evaluate a range of documentation in <i>Music Business for Musicians</i> (SCQF level 7), <i>Music: Online Promotion</i> (SCQF level 8), and <i>Music: Graded Units 1 and 2</i> . Learners will need to produce written responses to provide explanations and evaluations in a number of units and for the planning and evaluation stages of both graded units. Oral communication skills are required as several units involve working with others. Oral communication skills are required for the interview in <i>Music Business for Musicians</i> (SCQF level 7), and the presentations in and <i>Music: Graded Unit 2</i> .
Numeracy	4	Learners will be required to calculate and make practical use of the relationships between notes in musical scales. Learners will be required to interpret numerical and graphical data when researching for <i>Music: Instrumental Instruction</i> (SCQF level 8) and <i>Music: Graded Units 1 and 2</i> . They will also be required to interpret this information within equipment specifications and meter readings in rehearsal and recording studio across many of the music units.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	5	Learners will be required to access information while undertaking research for <i>Music: Online Promotion</i> (SCQF level 8), <i>Music Business for Musicians</i> (SCQF level 7) and <i>Music: Graded Units 1 and 2</i> . Learners will be required to create and provide information using ICT across many units in the group award, for example, live performance stage plans, studio floor plans, music score, calendars and the output of both graded units. Learners will carry out a range of non-routine ICT activities using application software to create materials for the <i>Music: Online Promotion</i> (SCQF level 8) unit.
Problem Solving	5	Learners will be required to use critical thinking throughout most of the units in this group award. They will also be required to utilise planning and organising skills in most of the units in this group award. Learners are required to review and evaluate work they have produced in all of the mandatory units in the group award. In <i>Music: Graded Units 1 and 2</i> learners are required to consider how well their problem-solving activity worked, deciding on the effectiveness of stages and considering ways of solving similar problems in future.
Working with Others	5	Learners will be required to work co-operatively with others in most of the units in this group award, with a particular focus on this in <i>Music: Live Performance</i> (SCQF levels 7 and 8). They will review their co-operative contribution.

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.

5.1 Mapping of qualification aims to units

This section details how the specific, general and other key aims of the qualification map to the mandatory and selected optional units.

General aims of the qualification:

- 1 develop learners' skills as either composers/performers, sound engineers/designers or business personnel.
- 2 develop communication and interpersonal skills.
- 3 develop analytical skills.
- 4 develop self-evaluative skills, enabling professional development.
- 5 develop self-presentation skills.
- 6 develop the ability to work independently and as part of a team.
- 7 develop self-assurance and the confidence to perform to potential.
- 8 develop professional attitudes.
- 9 enhance employment prospects and/or facilitate progression to higher education.
- 10 enable progression within the SCQF framework.
- 11 prepare learners for employment and/or self-employment.
- 12 develop self-assurance and confidence and to meet the needs of the labour market.

Specific aims of the qualification:

HNC Music

To develop the following areas of skills and knowledge:

- 13 an ability to develop essential underpinning knowledge in music.
- 14 an ability to analyse and synthesise knowledge and skills acquired through study.
- 15 an ability to develop study, organisational and research skills.
- 16 an ability to develop skills in musicality, expression and creativity in performance and stagecraft and/or composition and promote sensitivity in musical presentation.
- 17 an ability to integrate musical skills in practical or business application.
- 18 an ability to develop competencies in a range of specialised areas in line with preferred career aims.
- 19 to enable progression to further study in music or a related discipline.
- 20 an ability to develop personal skills and follow music industry protocol.

HND Music

To develop the following areas of skills and knowledge:

- 21 an ability to develop breadth and depth of knowledge in music.
- 22 an ability to develop proficiency in musicality, expression and creativity in performance and stagecraft and/or composition and promote sensitivity in musical presentation.
- 23 an ability to develop critical analysis; to reflect on own work and continually strive for best practice.
- 24 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.

Code	Unit title	Aims																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Mandatory units																									
J01H 34	Music Business for Musicians (SCQF level 7)	x	x	x	x	x	x	x	x	x	x	x	x		x	x					x				
J01J 34	Music First Study: Composition (SCQF level 7)	x		x	x	x		x	x		x		x	x		x	x	x							
J01K 34	Music First Study: Instrument (SCQF level 7)																								
J0J4 34	Music: Graded Unit 1 (SCQF level 7)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x				
J01M 34	Music: Live Performance (SCQF level 7)	x	x		x	x	x	x	x		x	x	x	x		x	x	x	x		x				
J01L 34	Music Theory (SCQF level 7)	x		x							x			x		x									
J01P 35	Music First Study: Composition (SCQF level 8)	x		x	x	x		x	x		x		x	x		x	x	x					x	x	x
J01R 35	Music First Study: Instrument (SCQF level 8)																								
J0J3 35	Music: Graded Unit 2 (SCQF level 8)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		x		x
J01N 35	Music: Live Performance (SCQF level 8)	x	x		x	x	x	x	x		x	x	x	x		x	x	x	x		x	x	x	x	
J01S 35	Music: Online Promotion (SCQF level 8)	x		x		x				x	x	x				x		x						x	x

Code	Unit title	Aims																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Optional units																									
DJ28 33	Keyboard Skills for Music Performance (SCQF level 6)	x									x			x			x								
JOMM 34	Music: Recording Techniques for Musicians (SCQF level 7)	x	x				x		x		x				x			x			x				
JOMN 34	Music: Songwriting (SCQF level 7)	x		x							x			x	x	x	x		x						
JOMP 34	Music: Stagecraft for Musicians (SCQF level 7)	x	x		x	x	x	x	x		x	x	x	x			x	x	x		x	x			
JOMR 34	Music: Vocal Ensemble Singing (SCQF level 7)	x	x				x		x		x			x			x	x					x		
JOMT 35	Music: History (SCQF level 8)			x							x			x		x						x		x	
JOMY 35	Music: Instrumental Instruction (SCQF level 8)	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x			x	x
JON1 35	Music: Session Skills (SCQF level 8)	x	x		x	x	x	x	x	x	x	x	x	x	x		x	x	x		x	x	x	x	x
JON3 35	Music: Songwriting (SCQF level 8)	x		x								x			x	x	x	x		x			x	x	x
JOMX 35	Music: Theory (SCQF level 8)	x		x								x			x		x	x					x		x

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

There are a considerable number of National Occupational Standards available as terms of reference for future employees in the music industry. The following table shows an example of just some of the NOS and how they map to the HN Group Awards in Music. Most NOS will provide underpinning knowledge and indicate the expectations for both performance criteria and knowledge and understanding in the workplace. NOS can be found via the NOS UK standards website <http://www.ukstandards.org.uk>

CCSMR48	Generates revenue from music
CCSMR27	Demonstrate an understanding of how the contractual relationship between
CCSMT27	Develop your professional knowledge of intellectual property (IP), copyright, revenue streams, contracts and royalties
CCSMR47	Develop an understanding the music industry and the value of different organisations
CCSMR9	Compose music
CCSMR26	Perform music as a soloist
CCSMR35	Play music from memory
CCSMR23	Rehearse music
CCSMR24	Perform music
CCSMR41	Read music
CCSMR39	Apply music theory knowledge
CCSMR13	Compose music for digital media
CCSMR	Compose music for the stage
CCSMR3	Arrange music for film or television
CCSMR50	Market and promote music
CCSMT1	Follow Health and Safety practices in music and sound industries
CCSMT8	Use essential analogue and digital sound recording skills
CCSMT9	Use essential analogue and digital sound editing techniques
SKSS16	Make sound recordings
CCSMR34	Develop your musicality
CCDMR31	Improvise music
CCSMR43	Sight read music
CCSMR25	Perform music for recording
CCSMR28	Perform in a musical ensemble

Code	Unit title	National Occupational Standard																								
		CCSMR48	CCSMP27	CCSMT27	CCSMP47	CCSMR9	CCSMR26	CCSMR35	CCSMR23	CCSMR24	CCSMR41	CCSMR39	CCSMR13	CCSMR	CCSMR3	CCSMR50	CCSMT1	CCSMT8	CCSMT9	SKSS16	CCSMR34	CCDMR31	CCSMR43	CCSMR25	CCSMR28	
Mandatory units																										
J01H 34	Music Business for Musicians (SCQF level 7)	•	•	•	•																					
J01J 34	Music First Study: Composition (SCQF level 7)					•																				
J01K 34	Music First Study: Instrument (SCQF level 7)						•	•																		
J0J4 34	Music: Graded Unit 1 (SCQF level 7)																									
J01M 34	Music: Live Performance (SCQF level 7)								•	•																

Code	Unit title	National Occupational Standard																							
		CCSMR48	CCSMP27	CCSMT27	CCSMP47	CCSMR9	CCSMR26	CCSMR35	CCSMR23	CCSMR24	CCSMR41	CCSMR39	CCSMR13	CCSMR	CCSMR3	CCSMR50	CCSMT1	CCSMT8	CCSMT9	SKSS16	CCSMR34	CCDMR31	CCSMR43	CCSMR25	CCSMR28
J01L34	Music Theory (SCQF level 7)										•	•													
J01P35	Music First Study: Composition (SCQF level 8)					•						•	•	•											

Code	Unit title	National Occupational Standard																							
		CCSMR48	CCSMP27	CCSMT27	CCSMP47	CCSMR9	CCSMR26	CCSMR35	CCSMR23	CCSMR24	CCSMR41	CCSMR39	CCSMR13	CCSMR	CCSMR3	CCSMR50	CCSMT1	CCSMT8	CCSMT9	SKSS16	CCSMR34	CCDMR31	CCSMR43	CCSMR25	CCSMR28
Mandatory units (cont)																									
J01R 35	Music First Study: Instrument (SCQF level 8)						•	•																	
J0J3 35	Music: Graded Unit 2 (SCQF level 8)																								
J01N 35	Music: Live Performance (SCQF level 8)								•	•															
J01S 35	Music: Online Promotion (SCQF level 8)															•									

Code	Unit title	National Occupational Standard																							
		CCSMR48	CCSMP27	CCSMT27	CCSMP47	CCSMR9	CCSMR26	CCSMR35	CCSMR23	CCSMR24	CCSMR41	CCSMR39	CCSMR13	CCSMR	CCSMR3	CCSMR50	CCSMT1	CCSMT8	CCSMT9	SKSS16	CCSMR34	CCDMR31	CCSMR43	CCSMR25	CCSMR28
Optional units																									
DJ28 33	Keyboard Skills for Music Performance (SCQF level 6)																								
JOMM 34	Music: Recording Techniques for Musicians (SCQF level 7)																•	•	•	•					
JOMN 34	Music: Songwriting (SCQF level 7)										•														
JOMP 34	Music: Stagecraft for Musicians (SCQF level 7)									•						•									
JOMR 34	Music: Vocal Ensemble Singing (SCQF level 7)																								

Code	Unit title	National Occupational Standard																							
		CCSMR48	CCSMP27	CCSMT27	CCSMP47	CCSMR9	CCSMR26	CCSMR35	CCSMR23	CCSMR24	CCSMR41	CCSMR39	CCSMR13	CCSMR	CCSMR3	CCSMR50	CCSMT1	CCSMT8	CCSMT9	SKSS16	CCSMR34	CCDMR31	CCSMR43	CCSMR25	CCSMR28
JOMT 35	Music: History (SCQF level 8)																								

Code	Unit title	National Occupational Standard																								
		CCSMR48	CCSMP27	CCSMT27	CCSMP47	CCSMR9	CCSMR26	CCSMR35	CCSMR23	CCSMR24	CCSMR41	CCSMR39	CCSMR13	CCSMR	CCSMR3	CCSMR50	CCSMT1	CCSMT8	CCSMT9	SKSS16	CCSMR34	CCDMR31	CCSMR43	CCSMR25	CCSMR28	
Optional units (cont)																										
JOMY 35	Music: Instrumental Instruction (SCQF level 8)																									
JON1 35	Music: Session Skills (SCQF level 8)							•	•		•										•	•	•	•	•	
JON3 35	Music: Songwriting (SCQF level 8)																									
JOMX 35	Music: Theory (SCQF level 8)									•	•															

5.3 Mapping of Core Skills development opportunities across the qualifications

The table below maps Core Skills development opportunities for the mandatory units and selected optional units. Where a Core Skill is marked an 'S', this means the learner will have the opportunity to develop aspects of that Core Skill. Where a Core Skill is marked as 'E', this means this element of the Core Skill is embedded in the unit and the learner will be certificated for this element of the Core Skill at the SCQF level that is indicated within the brackets.

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
Mandatory units													
J01H 34	Music Business for Musicians (SCQF level 7)	S	S	S			S	S	S		S	S	
J01J 34	Music First Study: Composition (SCQF level 7)		S					S	E(5)		S	S	S
J01K 34	Music First Study: Instrument (SCQF level 7)		Or					Or	Or		Or	Or	Or
J01M 34	Music: Graded Unit 1 (SCQF level 7)	S	S				S	S	E (5)	E (5)	E (5)		
J01N 34	Music: Live Performance (SCQF level 7)		S	S						S	S	E(5)	E(5)
J01L 34	Music Theory (SCQF level 7)	S	S	S	S	S	S	S	S		S	S	
J01P 35	Music First Study: Composition (SCQF level 8)		S					S	E(6)		S	S	S
J01R 35	Music First Study: Instrument (SCQF level 8)		Or					Or	Or		Or	Or	Or
J01S 35	Music First Study: Instrument (SCQF level 8)		S					S	S		S	S	S

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
Mandatory units (cont)													
J0J3 35	Music: Graded Unit 2 (SCQF level 8)	S	S	S	S	S	S	S	E (6)	E (6)	E (6)	S	S
J01N 35	Music: Live Performance (SCQF level 8)		S	S						S	S	S	S
J01S 35	Music: Online Promotion (SCQF level 8)	S	S	S			S	E(5)		S	S		
Optional units													
DJ28 33	Keyboard Skills for Music Performance (SCQF level 6)		S		S				S				
J0MM 34	Music: Recording Techniques for Musicians (SCQF level 7)					S	S		S	S		S	
J0MN 34	Music: Songwriting (SCQF level 7)	S	S				S	S	S			S	
J0MP 34	Music: Stagecraft for Musicians (SCQF level 7)	S	S	S				S		S		S	S
J0MR 34	Music: Vocal Ensemble Singing (SCQF level 7)	S	S	S	S				S			S	
J0MT 35	Music: History (SCQF level 8)	S	S				S	S	S				
J0MY 35	Music: Instrumental Instruction (SCQF level 8)	S	S	S			S	S	S	S	S	S	S
J0N1 35	Music: Session Skills (SCQF level 8)	S	S	S				S	S	S	S	S	S
J0N3 35	Music: Songwriting (SCQF level 8)	S	S	S	S		S	S	S				
J0MX 35	Music: Theory (SCQF level 8)	S	S	S	S	S	S	S	S		S	S	

5.4 Assessment strategy for the qualifications

All SQA units provide evidence requirements for each of the outcomes within the unit. The evidence requirements are mandatory and subject to SQA and centre quality assurance procedures. This includes both internal and external verification. Some units are designed to be delivered sequentially, some units have outcomes that can be delivered holistically and some outcomes/units can be delivered in an integrated manner. Real life working practices should be reflected wherever possible in assessment approaches and flexibility in how and when to assess is strongly encouraged. Below is a table containing an overview of evidence types and assessment conditions for the mandatory and selected optional units within the group award.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Mandatory units				
Music Business for Musicians (SCQF level 7)	Open-book Written/oral evidence	Open-book Written/oral evidence	Open-book Written/oral evidence Performance Evidence	
Music First Study: Composition (SCQF level 7) or Music First Study: Instrument (SCQF level 7)	Open-book Practical assignment Open- book Performance assignment	Open-book Practical assignment Open-book Performance assignment	Open-book Written/oral evidence Open-book Practical assignment Written/oral evidence	
Music: Graded Unit 1 (SCQF level 7)	Holistic assessment across all three stages Open-book Project based practical assignment			
Music: Live Performance (SCQF level 7)	Open-book Performance evidence	Open-book Written evidence Performance evidence	Open-book Written/oral evidence	
Music Theory (SCQF level 7)	Closed-book Controlled conditions Written/oral evidence	Controlled conditions Written/oral evidence	Closed-book Controlled conditions Written/oral evidence	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Music First Study: Composition (SCQF level 8) or Music First Study: Instrument (SCQF level 8)	Open-book Practical assignment	Open-book Practical assignment	Open-book Practical assignment	
	Open-book Performance assignment Controlled conditions	Open-book Performance assignment	Open-book Practical assignment Written/oral evidence	
Music: Graded Unit 2 (SCQF level 8)	Project based practical assignment across all three stages			
Music: Live Performance (SCQF level 8)	Open-book Written evidence Performance evidence	Open-book Written evidence Performance evidence		
Music: Online Promotion (SCQF level 8)	Open-book Written/oral evidence	Open-book Written/oral evidence	Open-book Product evidence	
Optional units				
Keyboard Skills for Music Production (SCQF level 6)	Controlled conditions Performance evidence	Controlled conditions Performance evidence		
Music: Recording Techniques for Musicians (SCQF level 7)	Open-book Product evidence	Open-book supervised conditions Product evidence	Open-book supervised conditions Product evidence	
Music: Songwriting (SCQF level 7)	Open-book Written/oral evidence	Open-book Product evidence		
Music: Stagecraft for Musicians (SCQF level 7)	Open-book Product evidence	Open-book Performance evidence	Open-book Written/oral evidence	
Music: Vocal Ensemble Singing (SCQF level 7)	Closed-book supervised conditions. Written/oral evidence	Performance evidence		
Music History (SCQF level 8)	Open-book Written/oral evidence	Open-book Written/oral evidence.		

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Music Theory (SCQF level 8)	Closed-book controlled conditions Written/oral evidence	Closed-book controlled conditions Written/oral evidence	Closed-book controlled conditions Written/oral evidence	
Music: Instrumental Instruction (SCQF level 8)	Open-book controlled conditions Oral evidence	Open-book Written evidence	Open-book Product and written/oral evidence	
Music: Session Skills (SCQF level 8)	Open-book Product evidence	Open-book Performance evidence Product evidence		
Music: Songwriting (SCQF level 8)	Open-book Written/oral evidence	Open-book Product evidence		

6 Guidance on approaches to delivery and assessment

The HN in Music is designed for learners who wish to pursue a career in music or a music-related field. The qualifications will develop learners' practical skills in music performance, proficiency on an instrument or voice and knowledge of music theory, working with recording technologies and the music industries. They will also develop personal qualities required to secure work in music and music-related fields.

In the HND, learners can develop a deeper knowledge of practical and creative skills while also being given the opportunity to gain experience that will enhance their employability. The qualification will support the development of the learner's digital literacy with ample opportunities in formative and summative work to draw on digital practice. The range of optional units can further enhance learners' employability by creating opportunities to operate as teachers, session musicians, entrepreneurs, composers, songwriters and performers.

It is envisaged that the delivery of the HN should allow learners experiences in realistic environments. Use of external venues for performance may encourage the learner to see their work for the qualification as part of their development as an artist. It is expected that centres will strive to reflect current practice and standards expected from music professionals when creating assessment opportunities.

Centres are encouraged to use a variety of approaches to assessment. Specific assessment approaches may be stipulated by individual units and should be adhered to for the assessment to remain valid. Where a unit allows flexibility in assessment approaches, centres are encouraged to seek prior verification from SQA, particularly if adapting recommended assessment approaches. Some units or combinations of units will afford opportunities for holistic assessment and this approach is encouraged where appropriate.

Using these approaches, on completion of the HN Music qualification, learners will be prepared to enter employment, operate as freelancers or progress to higher education degree programmes.

6.1 Sequencing/integration of units

HNC

The HNC Music consists mainly of mandatory units. Musical technique is developed in *Music First Study: Instrument (or Composition)* (SCQF level 7) and the opportunity to apply this technique, further developing musicality, in the context of making music with others is created in *Music: Live Performance* (SCQF level 7). Fundamental knowledge for playing music and composing is provided in *Music Theory* (SCQF level 7) and the context for understanding copyright and collection societies, music-related contracts and preparing for employment is provided in *Music Business for Musicians* (SCQF level 7).

As *Music: Graded Unit 1* (SCQF level 7) involves learners planning for, and creating a portfolio of work to demonstrate employability in a music-based role, it is recommended that this is delivered towards the end of the academic year, after much of the content of the mandatory units has been delivered. *Music: Graded Unit 1* (SCQF level 7) requires learners to select artefacts for inclusion in a portfolio. Many of these will be created during the delivery of the mandatory units so it will be very difficult for learners to plan the portfolio contents if delivery of these units has not yet taken place.

Music Theory (SCQF level 7) provides knowledge of scales and chord construction that underpins *Music First Study: Composition* (SCQF level 7) and it is recommended that this is delivered at the beginning of the programme.

There are multiple opportunities for integration of assessment across the group award. For example *Music: Live Performance* (SCQF level 7) may be integrated with the optional unit *Music: Stagecraft for Musicians* (SCQF level 7) as it is acceptable for the performance required for assessment to be the same one. There may be opportunities also to integrate assessment of *Music First Study: Instrument* (SCQF level 7) with *Music: Live Performance* (SCQF level 7).

Music: Live Performance (SCQF level 7), *Music First Study* (SCQF level 7) and *Music: Recording Techniques for Musicians* (SCQF level 7) may all create opportunities for the learners to generate artefacts for their *Music: Graded Unit 1* (SCQF level 7) portfolio.

Ideally further opportunities for integration of assessment will arise through the creation of real life or simulated projects and opportunities that reflect contemporary music industry practice and contextualise the essential employability and business skills.

HND

The HND is more flexible in allowing learners and/or centres to tailor the direction of the award by combining the mandatory units with a wider range of optional units. *Music First Study: Instrument* (SCQF level 8) and *Music: Live Performance* (SCQF level 8) advance the learner's knowledge and skills and further develop their musicality beyond the mandatory units of the HNC. *Music: Online Promotion* (SCQF level 8) will give learners the opportunity to evaluate the best commercial platform for making their music available and equip them with the skills and knowledge of the technical requirements that will enable them to do this during the course of the unit.

Music: Graded Unit 2 (SCQF level 8) involves learners planning for, and creating a portfolio of work before taking part in a presentation and interview to demonstrate employability in a selected music-based role. Although planning could take place at an earlier point in the second year, it is recommended that the portfolio submission and presentation and interview are scheduled towards the end of the HND, after much of the content of the other mandatory and optional units have been delivered and assessed. This will allow the learner to complete a wide range of practical musical and business activities and will allow the learner, through the mandatory and optional units, to create examples of material which are relevant to the learner's specialist interests before embarking on *Graded Unit 2*.

Many of the optional units are intended to enhance the learner's employability. *Music: Instrumental Instruction* (SCQF level 8) gives the learner knowledge of learning and teaching processes and the creation of lesson plans before allowing them to develop their skills in tuition. As the learners have to plan and deliver a series of lessons this unit will be best sequenced in the first half of the academic year to allow time for the lessons to be scheduled and to take place. Again, opportunities exist for unit integration across much of the HND and ideally, delivery of the HND will be enhanced through the creation of real life or simulated projects and opportunities that reflect contemporary music industry practice and contextualise the essential employability and business skills.

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.

The recognition of prior learning may **not** 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

There are a number of opportunities to articulate from HND Music into a number of Scottish degree programmes, including:

- ◆ BA Commercial Music, University of the West of Scotland
- ◆ BA Applied Music, University of the Highlands and Islands
- ◆ BA Popular Music, University of the Highlands and Islands
- ◆ BA Music (Popular), Edinburgh Napier University
- ◆ BA (Hons) Commercial Music, University of the West of Scotland
- ◆ BA (Hons) Applied Music, University of the Highlands and Islands
- ◆ BA (Hons) Popular Music, University of the Highlands and Islands
- ◆ BA (Hons) Music (Popular), Edinburgh Napier University
- ◆ BDes Sound for the Moving Image, Glasgow School of Art
- ◆ MA Music, University of the West of Scotland
- ◆ MA Music (Songwriting), University of the West of Scotland
- ◆ MDes Sound for the Moving Image, Glasgow School of Art

The award is not designed to specifically articulate to any particular degree programme, but there are a number of formal and informal articulation agreements and arrangements between colleges and these universities in place.

6.2.2 Credit transfer

For existing learners undertaking or who have undertaken elements of the previous HNC/HND Group Award in Music, the following credit transfer guidance is provided:

Learners may be given credit transfer between previous HN Units and the new/revised HN units where there is a broad equivalence between the knowledge, skills and evidence requirements of the previous and new/revised unit (or combinations of units). Learners who are given credit transfer between current units and the new/revised HN Units must still satisfy all other conditions of the award.

The following table outlines credit transfer arrangements (where they exist).

Title old unit	Mandatory (M) or Optional (O)	Credit value	Title new unit	Mandatory (M) or Optional (O)	Credit value	Credit transfer conditions
Music: Graded Unit 1 — F508 34	M	1	Music: Graded Unit 1 (SCQF level 7) — J0J4 34	M	1	Full transfer
Music: Graded Unit 2 — DR33 35	M	2	Music: Graded Unit 2 (SCQF level 8) — J0J3 35	M	2	Full transfer
Music Theory 1 — F606 34	M	1	Music Theory (SCQF level 7) — J01L 34	M	1	Full transfer
Music First Study 1: Composition — DJ20 34	M	3	Music First Study: Composition (SCQF level 7) — J01J 34	M	3	Partial transfer of Outcomes 1 and 2 — learners would be required to provide new evidence for Outcome 3.
Music First Study 2: Composition — DR10 35	M	3	Music First Study: Composition (SCQF level 8) — J01P 35			Partial transfer of Outcome 2 — learners would be required to provide new evidence for Outcome 1 and Outcome 3.
Music First Study 1: Instrument — F603 34	M	3	Music First Study: Instrument (SCQF level 7) — J01K 34	M	3	Partial transfer of Outcomes 1 and 2 — learners would be required to provide new evidence for Outcome 3.
Music First Study 2: Instrument — F604 35	M	3	Music First Study: Instrument (SCQF level 8) — J01R 35	M	3	Partial transfer of Outcome 2 — learners would be required to provide new evidence for Outcome 1 and Outcome 3.
Music Industry Digital Communication — FN1A 35	M	1	Music: Online Promotion (SCQF level 8) — J01S 35	M	1	Partial transfer of Outcomes 1 and 2 — learners would be required to provide new evidence for Outcome 3.
Music: Live Performance Skills 1 — DJ2A 34	O	2	Music: Live Performance (SCQF level 7) — J01M 34	M	2	Full transfer
Music: Live Performance Skills 2 — DR2L 35	O	2	Music: Live Performance (SCQF level 8) — J01N 35	M	2	Not applicable
Music Second Study 1: Composition — DJ2W 34	O	1	Music Second Study: Composition (SCQF level 7) — J0MH 34	O	1	Full transfer
Music for the Visual Arts — DR12 35	O	1	Music for the Visual Arts (SCQF level 8) — J0MS 35	O	1	Full transfer

Title old unit	Mandatory (M) or Optional (O)	Credit value	Title new unit	Mandatory (M) or Optional (O)	Credit value	Credit transfer conditions
Music: Instrumental Accompaniment — DJ31 34	O	1	Music: Instrumental Accompaniment (SCQF level 7) — J0MK 34	O	1	Partial transfer of Outcome 1 — learners would be required to provide new evidence for Outcome 2.
Music: Organising a Community-based Musical Activity (SCQF level 7) — F5E6 13	O	1	Music: Organising a Community-based Musical Activity (SCQF level 7) — J0ML 34	O	1	Full transfer
Recording Techniques for Musicians 1 — H1LW 34	O	1	Music: Recording Techniques for Musicians (SCQF level 7) — J0MM 34	O	2	Partial transfer of Outcomes 2 and 3 — learners would be required to provide new evidence for Outcome 1.
Stagecraft for Musicians — DJ39 34	O	1	Music: Stagecraft for Musicians (SCQF level 7) — J0MP 34	O	1	Full transfer
Vocal Ensemble Singing: An Introduction — FN18 34	O	1	Music: Vocal Ensemble Singing (SCQF level 7) — J0MR 34	O	1	Full transfer
Music Theory 2 — H1M8 35	O	1	Music Theory (SCQF level 8) — J0MX 35	O	1	Not applicable
Music History 1 — H1M9 34	O	1	Music History: Genres, Record Labels and Artists (SCQF level 7) — J00X 34	O	1	Not applicable
Music History 2 — H1M6 35	O	1	Music History (SCQF level 8) — J0MT 35	O	1	Full transfer
Instrumental Instruction: An introduction — DR0X 35	O	1	Music: Instrumental Instruction (SCQF level 8) — J0MY 35	O	1	Full transfer
Music: Research Project — DR17 35	O	1	Music: Research Project (SCQF level 8) — J0N0 35	O	1	Partial transfer of Outcome 3 — learners would be required to provide new evidence for Outcomes 1 and 2.
Music: Session Skills — DR1A 35	O	1	Music: Session Skills (SCQF level 8) — J0N1 35	O	1	Full transfer
Songwriting 1 — DJ35 34	O	1	Music: Songwriting (SCQF level 7) — J0MN 34	O	1	Not applicable
Songwriting 2 — DR0M 35	O	1	Music: Songwriting (SCQF level 8) — J0N3 35	O	1	Full transfer

Title old unit	Mandatory (M) or Optional (O)	Credit value	Title new unit	Mandatory (M) or Optional (O)	Credit value	Credit transfer conditions
Music and Image — Graphics — DJ2G 34	O	1	Music and Image: Graphics (SCQF level 7) — J0M0 34	O	1	Full transfer
Music and Image: Video: — DJ2H 35	O	1	Music and Image: Video (SCQF level 8) — J0MG 35	O	1	Full transfer
Digital Audio Workstations 1 — H1M4 34	O	2	Sound Production: Digital Audio Workstations (SCQF level 7) — J019 34	O	2	Partial transfer of Outcomes 1, 3 and 4. Learners would be required to provide new evidence for Outcome 2.
Digital Audio Workstations 2 — DR0P 34	O	2	Sound Production: Digital Audio Workstations (SCQF level 8) — J01D 35	O	2	Not applicable
Music Law 1 — DJ2V 34	O	1	Music Law (SCQF level 7) — J013 34	O	1	Not applicable
Music Law 2 — DR2K 35	O	1	Music Law (SCQF level 8) — J017 35	O	1	Not applicable
Music Production — DR2P 36	O	1	Music Production (SCQF level 8) — J0LF 35	O	2	Full transfer
Creative Industries Infrastructure — DJ21 34	M	1	Not applicable			
Working In The Creative Industries — DJ3A 34	M	1	Not applicable — see Table 2			
Professional Practice for Musicians — H1LV 34	M	1	Not applicable			

Table 2

Title new unit	Mandatory (M) or Optional (O)	Credit value	Required outcomes from old units for credit transfer to new unit
Music Business for Musicians (SCQF level 7) — J01H 34	M	1	Partial transfer — Outcome 3 achieved from Outcome 3 of Working In The Creative Industries (DJ3A 34). Learners would be required to provide new evidence for Outcomes 1 and 2.

6.3 Opportunities for e-assessment

The choice of delivery methods for the units making up the qualifications is particularly important as the units lend themselves to learning and teaching approaches which make it possible for learners to document and present suitable assessment evidence as they work through the units. Learners could, for example, be encouraged to create an e-portfolio, write a blog or maintain a learning journal. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form that can be presented for practical purposes.

Hence, in devising suitable delivery methods, it may be helpful to consider that evidence for assessment can be generated in many different ways, including:

- ◆ Use of e-portfolios: Audio and audio/visual work may be embedded or linked to, along with images and screenshots providing a record of processes carried out in the production of the work. E-portfolios can be used to encourage peer review and feedback conversations, maintain learning journals, produce project documentation, record research activities and encourage reflection on learning and assessment.
- ◆ In a similar way, online blogs could be used to embed or link to media files, project documentation, records of research and online presentations.
- ◆ Use of VLEs as course material delivery and assessment hubs.
- ◆ Use of social media for promotion, documentation of projects, and collaborative discussion and debate.

Methods such as the above link learning and teaching methods directly with the generation of formative and summative assessment evidence in a manner that many learners will be familiar with, and provide convenient access outwith formally scheduled teaching time.

As noted above, e-assessment may be particularly appropriate for many elements of these group awards. By e-assessment, we mean assessment which is supported by Information and Communication Technology (ICT), such as the use of e-portfolios or social networking sites.

Centres wishing to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements for all units are met, regardless of the mode of gathering evidence.

Furthermore, centers must be able to retain all such e-assessment evidence securely for the period specified by SQA and must be able to retrieve it in the event of external verification activity.

6.4 Support materials

Assessment Support Packs (ASPs) exist for all mandatory units and some optional units in this revised HNC/HND Group Award. These Assessment Support Packs provide examples of assessment that are valid, reliable and practicable. Centres wishing to develop their own assessments should refer to the ASPs to ensure a comparable standard.

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

6.5 Resource requirements

Centres must be satisfied through their own internal Quality Assurance systems that they are able to deliver the HN Music Group Awards.

Centres seeking to offer the HN Music Group Awards must recognise that there must be adequate provision of equipment at an appropriate quality threshold in order for learners to learn practical techniques effectively. The ratio of resources to learners must be sufficient for learners to gain ample hands-on experience with equipment.

It is recommended that delivery staff and assessors have the necessary skills and experience to deliver and assess the mandatory units and the selected optional units in the HN Music Group Awards. Links to the music industry are very desirable to ensure that centres understand current working practices, technological developments and trends and are therefore able to deliver relevant tuition to learners. Access to rehearsal and performance spaces will be required to assess the award.

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 assessments 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 that 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	Additional Unit: FF44 35 Creative Industries: Enterprise Activity has been added to List C optional section in the HNC framework. In the HND framework this unit has been added as alternative to J015 35 Music Business: Professional Development Project in List B.	29/11/23
03	Additional Unit: J475 35 Music: Improvisation has been added to List A optional sections in the HNC and HND frameworks. H1M9 34 Music History 1 added as an alternative to J00X 34 Music History: Genres, Record Labels and Artists for session 20/21 only.	09/06/20
02	Additional Unit: J015 35 Music Business: Professional Development Project has been added to the List B optional section in the HND framework only.	13/09/19

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 HN in Music is a largely practical course which is intended to develop your musicality, expression and creativity to build proficiency in performance and/or composition. The qualification is intended to give you knowledge of music theory and the music industries while developing your skills as a musical performer and/or composer. This qualification has been developed to provide you with the knowledge and skills to progress to employment in a music or music-based role, or to progress to further study. Before starting this course, you should be able to play a musical instrument or sing and have an interest in developing your musical ability and expanding your knowledge of music theory and opportunities arising in the music industries.

You will develop your voice/instrumental ability or compositional techniques while undertaking *Music: First Study: Instrument* (SCQF level 7) or *Music First Study: Composition* (SCQF level 7). You will first undertake exercises designed to improve your technique before working on three pieces, designed to develop the integration of technique into a musical performance or presentation. You will further develop your performance skills by taking part in a series of rehearsals with other musicians to prepare for a live performance. In the HND, you will develop these skills further, working on more sophisticated pieces for *Music First Study: Instrument* (SCQF level 8) and a more sophisticated group performance for *Music: Live Performance* (SCQF level 8). You will gain a sound knowledge of music theory, learning how to notate melody, chords and rhythm while gaining an understanding of scale and chord construction.

In the HNC, you will gain knowledge of copyright and the collection societies, a key source of income for working musicians, and study contracts for a range of different music roles. In the HND, you will learn about online promotion and the platforms for making music available before preparing your music for release on these platforms.

There is a graded unit for HNC Music and a further graded unit for HND Music. In the HNC Graded Unit, you will be required to plan for, and develop a portfolio of your musical work which demonstrates that you have the potential to be employed within a music-based role. In the HND Graded Unit, you will be required to respond to an opportunity for employment within a chosen specialist music area. You will respond by planning for the production of a portfolio, and for participation in a presentation and interview to demonstrate that you have developed the necessary knowledge and skills for employment within the chosen specialist area.

In this qualification, assessment is mainly based around practical activity, supplemented by plans, reports, and evaluations where appropriate. You will be assessed largely on how you conduct assessment activities and on the product of the practical activity itself. Assessment will be in a variety of open-book and closed-book controlled conditions.

In addition to developing your musicality, you will also have the opportunity to develop a range of core skills throughout undertaking the qualification. In particular, you will have the opportunity to develop the Core Skills of: *Communication, Numeracy, ICT, Problem Solving* and *Working with Others*.

On completion of the course, you may wish to progress into relevant work in music such as: music teacher (within an institution), peripatetic music tutor, performing musician (solo and/or band member), session musician, songwriter/composer/arranger, media composer (multimedia/TV/film/games).

Alternatively, you may wish to progress to a university degree programme. There are a number of degree programmes in Music such as: BA Commercial Music, BA Applied Music, BA Popular Music, BDes Sound for the Moving Image.