



## **Group Award Specification for:**

**HNC Contemporary Art Practice**

**Group Award Code: GR89 15**

**HND Contemporary Art Practice**

**Group Award Code: GP94 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 higher education institutes (HEIs) of the aims and purpose of the qualification
- ♦ provide details of the range of learners the qualification is suitable for and progression opportunities

The revised HNC/HND group awards in Contemporary Art Practice at SCQF levels 7 and 8:

- ♦ GR89 15
- ♦ GP94 16

**replace** the following group awards:

- ♦ G8K4 15 HNC Contemporary Art Practice
- ♦ G8K5 16 HND Contemporary Art Practice

## 1.1 Background and rationale

The titles of the HNC/HND are retained from the original qualification and fully reflect the subject matter of the course content.

The revision of the HNC/HND in Contemporary Art Practice was supported by the sector in Scotland as the original awards were validated in 2008. It has been informed by a Scoping Report and the redevelopment work was overseen by an SQA-led Qualifications Development Group (QDT) comprising representatives from the delivering Centres to ensure continuity, consistency, that the revised qualifications reflect the findings of the Scoping Report and address issues raised by the sector.

The revised frameworks are based on the findings of the Scoping Report and have been developed under the Design Principles for Higher National Qualifications and take account of emerging principles for the Higher National Next Generation project. The HND is intended as a two-year full-time/four-year part-time programme and includes a revised HNC framework which reflects year 1 of the HND, to allow learners to exit at the end of year 1 with a recognised, nationally certificated qualification.

The Scoping Report confirmed that the general ethos and aims of the current HNC/HND qualification to develop knowledgeable and skilled contemporary art practitioners remains valid. However, feedback has been clear that the HNC/HND qualification requires updating to meet the current and future needs of learners wishing to articulate to HEIs and related creative industries.

The revised qualifications place emphasis on learners developing knowledge of contemporary art history, theory and making links with their own practice through the introduction of subject specific contextual units in the mandatory sections of both the HNC and HND frameworks.

The Scoping Report found that the high number of single credit units lead to ‘atomised’ or ‘disjointed’ portfolios and the revised frameworks will see larger, 4-credit units introduced to allow for the development of more fluid and possibly thematically linked projects resulting in more cohesive portfolio submissions which better reflect HEI courses at the same level. This is in line with emerging principles for HN Next Generation frameworks.

The focus in a number of revised units has been rebalanced to highlight the importance of research and expansive creative experimentation to enhance both academic and professional progression. The introduction of professional practice study to HNC and a redevise 2-credit professional Practice and Exhibition units at HND will enable learners to develop and increase all five Core Skills resulting in the gaining of greater knowledge, skills and experience that will prepare them for progression into industry.

## 1.2 Learner groups

The course is suitable for learners who have a strong interest in contemporary arts. It is recognised that most applicants may have achieved art-related qualifications or have some experience of working in an arts related environment and the revised frameworks, particularly in year 1 (HNC) build on the knowledge and skillset previously gained and facilitate progression.

Learners will also develop time and resource management skills whilst planning production methods to a timescale.

These qualifications will be suitable for a range of learners including:

School leavers	X
Progression learners (ie those who have completed qualifications such as the National Certificate in Art and Design or National Courses in Art or related subjects at National 5 or Higher from SQA or equivalent from another awarding body).  Entry to year 2 may be possible for holders of HNCs in Art and Design and related areas and will be at the discretion of the centre following appropriate processes for Recognition of Prior Learning.	X
Adults returning to education.	X
Individuals in employment wishing to enhance/change their career.	X
Unemployed adults wishing to enhance their job prospects.	X
People who wish to start their own business in the creative arts.	X

### **1.3 Employment opportunities**

Market research confirmed that learners who gained these HNC/HND vocational qualifications would have employment opportunities within the following positions:

- ◆ Gallery assistant
- ◆ Gallery technician
- ◆ Sculpture studio technician
- ◆ Printmaking technician
- ◆ Digital media technician
- ◆ Curatorial assistant
- ◆ Artist assistant
- ◆ Studio assistant
- ◆ Teaching assistant
- ◆ Instructors
- ◆ Learning assistant

While a substantial number of learners choose to work for others or progress to higher education, a proportion of learners successfully set-up in business for themselves as:

- ◆ Practising artist
- ◆ Gallerist
- ◆ Curator
- ◆ Freelance art educator

### **1.4 Professional recognition**

Not applicable to these qualifications.

## 2 Qualification structures

The revised HNC and HND frameworks in Contemporary Art Practice follow a mandatory and optional model to maximise flexibility and reflect the diversity of the sector. Full details are given in sections 2.1 and 2.2.

For the award at HNC (SCQF level 7), 12 HN Unit credits must be achieved totalling 96 SCQF credit points of which a minimum of 48 must be at SCQF level 7 and include a graded unit of 8 SCQF credit points at SCQF level 7. Where this is delivered as year 1 of the HND, 15 credits may be delivered. The revised HNC contains 9 credits in the mandatory section with the additional 3 credits gained from the options thus exceeding the minimum requirements.

The condition of award for the HND is 30 HN Unit credits. It comprises 240 SCQF credit points of which a minimum of 64 must be at SCQF level 8 including a graded unit of 16 SCQF credit points at SCQF level 8 (or two graded units of 8 credits points at SCQF level 8 respectively). The revised HND contains 15 credits in the mandatory section of which 6 are at SCQF level 8. The remaining 15 credits should be gained from across the optional sections and must contain a minimum of 16 at SCQF level 8 to meet the minimum credit point requirements. Five to 6 unit credits must be achieved from option group A (a mix of units at SCQF levels 7 and 8); 8 unit credits from option group B — these are clusters of specialist units). All are at SCQF level 8. One to 2 credits are required be taken from option group C.

### 2.1 Structure — HNC/Year 1 HND

For the award of HNC, 12 unit credits, totaling 96 SCQF credit points must be achieved of which 9 credits are mandatory with a further 3 credits to be achieved from the optional section.

When delivered as year 1 of the HND, 6 option credits should be achieved as shown below.

#### HNC/Year 1 HND

##### Mandatory units: 9 credits needed

4 code	2 code	Unit title	SCQF level	Credit points	SQA credit
DV96	34	Development Drawing	7	8	1
F1CH	34	Contemporary Art: Two Dimensional Practice	7	16	2
F1CL	34	Contemporary Art: Three Dimensional Practice	7	16	2
J2R7	34	Contemporary Art Practice: Professional Practice and Exhibition Studies 1	7	8	1
J2R9	34	Contemporary Art: Theory and Context 1	7	16	2
FA6G	34	Contemporary Art Practice Graded Unit 1	7	8	1

**Option units: 3 credits needed for HNC: 3–6 credits needed for HND year 1**

4 code	2 code	Unit title	SCQF level	Credit points	SQA credit
FF31	34	Creative Art Project: Development	7	16	2
FF30	34	Creative Art Project: Production	7	16	2
F1CJ	34	Contemporary Art Practice: Introduction to Digital Artform	7	8	1
F1E9	34	Contemporary Art Practice: Conceptual Processes	7	8	1
F1N0	35	Painting: Exploratory Techniques	8	8	1
FD62	34	Sculpture: An Introduction	7	8	1
DV98	34	Life Drawing	7	8	1
F1TC	34	Life Painting: Introduction	7	8	1
F1TD	34	Public Art: Introduction	7	8	1
F1CN	34	Art Practice: Collaborative Project	7	8	1
DV92	34	Printmaking and Producing Print	7	8	1
DV9C	34	Portfolio Production	7	8	1
DW6C	34	Photography: An Introduction	7	8	1
DV9A	34	Observational Drawing	7	8	1
H7MB	34	Communication: Practical Skills	7	8	1
DX39	35	Life Drawing Portfolio	8	8	1

## 2.2 HND Contemporary Art Practice

### Mandatory section

**Mandatory units: 15 credits needed**

4 code	2 code	Unit title	SCQF level	Credit points	SQA credit
DV96	34	Development Drawing	7	8	1
F1CH	34	Contemporary Art: Two Dimensional Practice	7	16	2
F1CL	34	Contemporary Art: Three Dimensional Practice	7	16	2
J2R7	34	Contemporary Art Practice: Professional Practice and Exhibition Studies	7	8	1
J2R9	34	Contemporary Art: Theory and Context 1	7	16	2
FA6G	34	Contemporary Art Practice Graded Unit 1	7	8	1
J2RA	35	Contemporary Art Theory and Context 2	8	16	2
J2R8	35	Contemporary Art Practice: Professional Practice and Exhibition Studies 2	8	16	2
FA6H	35	Contemporary Art Practice: Graded Unit 2	8	16	2

## Option units

There are three option groups. Credits must be achieved from each of these groups as detailed below.

**Option units: 15 credits needed: 5–6 credits needed from option group A; 8 credits needed from option group; between 1 and 2 credits from option group C.**

### Group A: 5–6 credits needed

4 code	2 code	Unit title	SCQF level	Credit points	SQA credit
FF31	34	Creative Art Project: Development	7	16	2
FF30	34	Creative Art Project: Production	7	16	2
F1CJ	34	Contemporary Art Practice: Introduction to Digital Artform	7	8	1
F1E9	34	Contemporary Art Practice: Conceptual Processes	7	8	1
F1N0	35	Painting: Exploratory Techniques	8	8	1
FD62	34	Sculpture: An Introduction	7	8	1
DV98	34	Life Drawing	7	8	1
F1TC	34	Life Painting: Introduction	7	8	1
F1TD	34	Public Art: Introduction	7	8	1
F1CN	34	Art Practice: Collaborative Project	7	8	1
DV92	34	Printmaking and Producing Print	7	8	1
DV9C	34	Portfolio Production	7	8	1
DW6C	34	Photography: An Introduction	7	8	1
DV9A	34	Observational Drawing	7	8	1
F1D5	35	Contemporary Art Practice: Project	8	8	1
H7MB	34	Communication: Practical Skills	7	8	1

### Group B: 8 credits needed; two sub-components needed

4 code	2 code	Unit title	SCQF level	Credit points	SQA credit
<b>Sub-component 1 — Studio Practice 1</b>					
J2R5	35	Contemporary Art Studio Practice: Given Theme	8	32	4
<b>Sub-component 2 — Studio Practice 2</b>					
J2R6	35	Contemporary Art Studio Practice: Self-generated Theme	8	32	4
<b>Sub-component 3 — Conceptual Practice</b>					
FA6F	35	Contemporary Art Practice: Conceptual Development	8	16	2
<b>Sub-component 3 — Conceptual Practice</b>					
FA6F	35	Contemporary Art Practice: Conceptual Development	8	16	2
F1CF	35	Contemporary Art Practice: Conceptual Production	8	16	2



## Group B (continued)

4 code	2 code	Unit title	SCQF level	Credit points	SQA credit
<b>Sub-component 4 — Painting</b>					
F1CA	35	Painting: Development	8	16	2
F1CS	35	Painting: Production	8	16	2
<b>Sub-component 5 — Sculpture</b>					
F1CW	35	Sculpture: Development	8	16	2
F1EA	35	Sculpture: Production	8	16	2
<b>Sub-component 6 — Site Specific Artwork</b>					
F1CD	35	Site Specific Artwork: Development	8	16	2
F1CC	35	Site Specific Artwork: Production	8	16	2
<b>Sub-component 7 — Digital Media</b>					
F1R9	35	Contemporary Art Practice: Digital Media Development	8	16	2
FD68	35	Contemporary Art Practice: Digital Media Production	8	16	2
<b>Sub-component 8 — Artwork for Environments</b>					
F1CP	35	Developing Artwork for Environments	8	16	2
FD66	35	Producing Artwork for Environments	8	16	2
<b>Sub-component 9 — Lens-based Media</b>					
F1D2	35	Contemporary Art Practice: Lens Based Media Development	8	16	2
F1D3	35	Contemporary Art Practice: Lens Based Media: Production	8	16	2
<b>Sub-component 10 — Mixed Media</b>					
FD64	35	Mixed Media Development	8	16	2
F1D4	35	Mixed Media Production	8	16	2
<b>Sub-component 11 — Ceramics</b>					
FD67	35	Contemporary Art Practice: Ceramics Development	8	16	2
F1R7	35	Contemporary Art Practice: Ceramics Production	8	16	2
<b>Sub-component 12 — Printmaking</b>					
F1CV	35	Printmaking Development	8	16	2
F1CT	35	Printmaking Production	8	16	2

### Group C: between 1 and 2 credits needed

4 code	2 code	Unit title	SCQF level	Credit points	SQA credit
DX39	35	Life Drawing Portfolio	8	8	1
F1TC	34	Life Painting: Development	7	8	1
DX64	35	Printmaking in Multiple Layers	8	8	1
DX31	35	Developmental Drawing Portfolio	8	8	1
DX38	35	Observational Drawing Portfolio	8	8	1
Revise	35	Philosophical Aesthetics: An Introduction	8	8	1
H380	35	Art and Design Project	8	8	1
F1MV	35	Community Arts: Visual Arts Workshop	8	8	1
F1TB	35	Public Art: Project	8	8	1
DX03	34	Art and Design: Cultural Identity	7	8	1
F0MF	35	Art and Design Context: Personal Investigation	8	8	1
DE3R	34	Personal Development Planning	7	7	1
HJ4W	34	Work Placement	7	7	1

## 2.3 Relationship with predecessor awards G8K4 15 and G8K5 16

### 2.3.1 HNC — key changes

- ◆ Mandatory section continues to carry 9 unit credits.
- ◆ Optional sections A and B have been combined into a single option group.
- ◆ Where delivered as year 1 of the HND, 15 credits will be required.
- ◆ Conditions for award to exit after year 1 with a certificated HNC: 12 HN Units credits (9 mandatory/3 option).

#### Mandatory section — 9 credits required (no change to number of credits required)

Two **new** units have been introduced:

- ◆ J2R7 34 Contemporary Art Practice: Professional Practice and Exhibition Studies 1 (1 credit)
- ◆ J2R9 34 Contemporary Art: Theory and Context 1 (2 credits)

Two units have been **moved** to optional group:

- ◆ F1CJ 34 Contemporary Art Practice: Introduction to Digital Artform (1 credit)
- ◆ F1E9 34 Contemporary Art Practice: Conceptual Processes (1 credit)

One unit has been **removed** from the framework:

- ◆ FD63 35 Art and Design Context (two outcomes, 1 credit)
- ◆ This has been replaced by J2R7 34 CAP: Theory and Context. This is a 2-credit unit and has three outcomes. The two outcomes of FD63 35 are mirrored by outcomes 2 and 3 of J2R7 34 meaning that **credit transfer of 1 credit** is possible.

- ◆ For learners entering year 2 from HNC CAP, group award code G8K4 15 (or progressing from a related HNC where this unit has been achieved), **1 credit can be credit-transferred from FD63 35**. The additional credit can only be awarded on completion of the new outcome 1 of J2R7 34.

**Option section: 3–6 credits required (3 for exit with HNC; 6 if progressing to HND year 2)**

Streamlined to one optional section.

**Additions to group** — to add greater flexibility and facilitate articulation to year 2

- ◆ F1CJ 34 Contemporary Art Practice: Introduction to Digital Artform (1 credit)
- ◆ F1E9 34 Contemporary Art Practice: Conceptual Processes (1 credit)
- ◆ DX39 35 Life Drawing Portfolio (1 credit)
- ◆ FF31 34 Creative Art Project: Development (2 credits)
- ◆ FF30 34 Creative Art Project: Production (2 credits)
- ◆ H7MB 34 Communication: Practical Skills (1 credit)

### 2.3.2 HND/Year 2 — key changes

- ◆ Year 2 carries 15 unit credits but learners articulating from HNC CAP, G8K4 15, or from a related HNC (eg Art and Design/Visual Communication) with 12 credits will have to achieve 18 credits in year 2.
- ◆ There are three optional groupings — A, B and C:
  - Option group A: 5–6 unit credits must be achieved from this section.
  - Option group B: 8 unit credits must be achieved. This has been streamlined into a single grouping of 12 specialist ‘clusters’, each worth 4 credits. Two new clusters have been added (detail below).
  - Option group C: between 1–2 unit credits to be achieved.

**Mandatory section — 15 credits (18 for articulation from related HNC awards)**

Two **new** units have been introduced:

- ◆ J2R8 35 Contemporary Art Practice: Professional Practice and Exhibition Studies 2 (2 credits)
- ◆ This **replaces** F1CM 35 Contemporary Art: Professional Practice and F1CB 35 Exhibition of Contemporary Artform
- ◆ J2RA 35 Contemporary Art: Theory and Context 2 (2 credits)

One unit has been **moved** (to option group A):

- ◆ F1D5 35: Contemporary Art Project (1 credit)

## **Option sections: 15 credits needed in total**

### **Option group A: between 5–6 credits to be achieved**

Three units have been **moved** to optional group A:

- ◆ F1CJ 34 Contemporary Art Practice: Introduction to Digital Artform (1 credit) (previously mandatory)
- ◆ F1E9 34 Contemporary Art Practice: Conceptual Processes (1 credit) (previously mandatory)
- ◆ F1D5 35: Contemporary Art Project (1 credit) (previously mandatory)
- ◆ H7MB 34 Communication: Practical Skills (1 credit)

### **Option group B: 8 credits to be achieved from 12 special clusters (4 credits per cluster)**

Two **new** additional clusters: Studio Practice 1 and Studio Practice 2:

- ◆ Studio Practice 1: J2R5 35 Contemporary Art Studio Practice: Given Theme — **4 credits**
- ◆ Studio Practice 2: J2R6 35 Contemporary Art Studio Practice: Self-generated Theme — **4 credits**

### **Option group C: 1–2 unit credits required. Please refer to structure above (section 2.2) for details.**

## **3 Aims of the qualifications**

The principal aim of the HNC/HND is to develop high level vocational knowledge and skills in contemporary art practice.

In order to achieve this, this has been divided into general aims and specific aims.

These courses provide a broad visual education in Contemporary Art Practice which aims to develop skills, knowledge and an awareness of specialist disciplines. As learners progress they will have the opportunity to develop individual practice in relation to their own interests. This is supported by historical and contextual studies that provide the learners with a framework within which to locate their individual practice. Opportunities exist to work individually and collaboratively, supported by group discussion, personal and individual support. Professional practice will provide learners with knowledge of potential career opportunities and relevant experience. Learners will be encouraged to research, develop, contextualise and evaluate their concepts and practice in response to their subject choices.

### **3.1 General aims of the qualifications**

- 1 Developing critical and evaluative thinking.
- 2 Developing problem solving.
- 3 Developing communication skills and presentation techniques.
- 4 Developing the ability to be flexible and to work co-operatively with others.
- 5 Developing personal effectiveness.
- 6 Developing confidence.
- 7 Developing the ability to take responsibility for one's own learning.
- 8 Developing study and research skills.
- 9 Developing skills in ICT.
- 10 Developing current employment skills and expertise.
- 11 Enhancing employment prospects for learners undertaking the qualification.
- 12 Enabling progression within the SCQF including progression to higher education.
- 13 To promote learning for life and skills which can be used.

### **3.2 Specific aims of the qualifications**

#### **3.2.1 HNC/Year 1 HND**

- 1 Develop critical thinking, reflective and evaluative skills within contemporary art practice.
- 2 Develop practical and transferable skills in contemporary art practice.
- 3 Develop visual language through rigorous exploration of possibilities within drawing and visual thinking.
- 4 Develop an open-minded, critical and evaluative approach to study, investigation and research.
- 5 Develop an understanding of the influence and contribution made by art practice and practitioners within the 20th and 21st centuries.
- 6 Develop an understanding of interdisciplinary practice between various areas within contemporary art.
- 7 Develop safe and considerate work practices.
- 8 To develop employment skills for a range of careers in the industry.

### 3.2.2 HND/Year 2

The following specific aims build on the specific aims for HNC/HND year 1 listed in section 3.2.1 above:

- 1 To build on and enhance the skills and knowledge acquired in HNC/year 1.
- 2 To develop a creative and practical approach to the creation of contemporary artworks.
- 3 Undertake options to permit an element of vocational specialisms (option group B 'clusters').
- 4 To develop a range of contemporary vocational skills within the context of Contemporary Art Practice.
- 5 To conduct project work involving the planning, integration and application of a variety of skills within a determined time scale.
- 6 Develop safe working practices.
- 7 Gain knowledge of different aesthetic and technical approaches to creating art works and enable the learner to adopt as comprehensive and innovative approach as possible.
- 8 Develop knowledge and understanding in selected specialist disciplines within contemporary art practice.

### 3.3 Target groups

The group awards are designed for those who wish to pursue a career within one of the key areas of Contemporary Art Practice and who seek the relevant training in ancillary subjects. The 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 subject related employment or to higher education. All learners must fulfill the entry requirements of the awards and it is recommended that they present a portfolio of work as evidence of their ability along with the entry criteria of particular centres. Learners could be drawn from a variety of educational backgrounds including school leavers, adult returners, those in work and the self-employed. Please also refer to section 1.2 above.

### 3.4 Graded units

There are two graded units: a single credit unit in the HNC/year 1 at SCQF level 7 (8 SCQF credit points) and a double credit unit in the HND at SCQF level 8 (16 credit points) making 3 credits in total (24 SCQF credit points).

The graded units provide an ideal opportunity for learners to integrate the knowledge and skills gained in the form of practical assignments which would contribute substantially to their development as contemporary artists.

The general purpose of the graded unit is to:

- ◆ assess the learner's ability to retain and integrate the knowledge and skills gained in the mandatory units and other specified contributing units where appropriate
- ◆ assess the learner's ability to meet the principal aim(s) of the group award
- ◆ grade learner achievement

### 3.4.1 Type of graded unit

The HNC and HND graded units will be project based practical assignments, which will provide learners with the opportunity to produce evidence that demonstrates they have met the aims of the group award that the graded unit(s) covers.

The specific purpose of the graded units is to provide evidence that the learner has achieved the following principal aims of the HNC/HND Contemporary Art Practice award:

- ◆ develop critical thinking, reflective, evaluative skills within contemporary art practice
- ◆ develop practical and transferable skills in contemporary art practice
- ◆ develop a broad visual language
- ◆ develop an open-minded, critical and evaluative approach to study investigation and research
- ◆ develop an understanding of the influence and contribution made by art practice and practitioners within the 20th and 21st centuries
- ◆ develop knowledge and understanding in selected disciplines within contemporary art practice
- ◆ develop an understanding of interdisciplinary practice between various areas within contemporary art
- ◆ develop safe and considerate work practice

The graded units will be assessed and a grade of A, B or C will be awarded to each of the graded units. Learners will complete one graded unit at SCQF level 7 for the HNC award and an additional double credit graded unit at SCQF level 8 for the HND award.

### 3.4.2 Delivery and timing of graded units

The graded unit should be undertaken on an individual basis and take place in the latter part of the course as it is important that learners have completed or are in the process of completing the identified contributing units prior to undertaking the graded unit. Learners should be given a set project which involves them developing a completed artwork and which demonstrates an understanding of contemporary art practice. The project will demonstrate developmental processes and application of a variety of knowledge and skills gained through studying the mandatory units within a determined time scale. The use of SQA produced assessment exemplar material, which indicates the national standard of achievement required for the graded unit, is encouraged in order to aid assessment. These can be accessed via the SQA secure website. Alternatively centres can develop and use their own assessment materials however, it is strongly recommended that in the case of graded units, centres submit all developed assessment materials to SQA for prior verification before use. This will enable centres to be confident in the validity and reliability of the assessment instruments and associated marking guidance.

### 3.4.3 Rationale for graded unit assessments

The graded unit provides an opportunity for learners to integrate the knowledge and skills gained in the mandatory and selected optional units in the form of a practical assignment, which would contribute substantially to the overall presentation of a portfolio of work achieved by undertaking the HN Contemporary Art Practice awards. It is necessary that the graded unit(s) be assessed by means of a practical project as this allows the learner the opportunity to demonstrate the ability to be self-motivated and carry out a self-directed project successfully from conception to completion.

## 4 Recommended entry to the qualification

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 (QDT) **as guidance only**.

### 4.1 Qualification requirements

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:

- ◆ A strong interest in contemporary art and/or fine art and contemporary art and/or fine art practices which could be supported by a portfolio of personal work
- ◆ National 5/Higher Art
- ◆ A relevant National Certificate at SCQF levels 5 or 6
- ◆ Any two National Qualifications at Higher together with three National 5 passes at level 3 or above
- ◆ An existing HNC group award in a related area, for example, HNC Art and Design/3D Design or any other creative arts-related HNC, in order to articulate into the second year of the HND group award
- ◆ An SVQ at SCQF level 5 or above
- ◆ Different combinations of relevant national qualifications, vocational qualifications and equivalent qualifications from other awarding bodies may also be acceptable
- ◆ Relevant work experience in a creative environment
- ◆ For learners where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) SCQF level 5 or a score of 5.5 in the International Language Testing System (IELTS).

#### 4.1.1 Non-standard entry

In the case of mature applicants, appropriate prior or experiential learning may also be considered. Formal academic achievements may not, in themselves, represent adequate entry criteria. A more accurate prediction of potential attainment may be achieved through appraisal, which includes an element of guidance. This will normally include a formal interview where applicants should have the opportunity to demonstrate their artistic and creative ability to SCQF level 6 by presenting a portfolio of work. This will enable an appropriate and realistic assessment of the applicant's suitability for these group awards. Academic staff with experience in course tutorship, learner 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 learners to form a realistic perception of the group awards and their demands in terms of workload, content and assessment methods. This will improve retention and allow for earlier career planning and development.



## 4.2 Entry to Year 2 HND

It is anticipated that the primary access route to year 2 will be completion of the HNC/year 1. Full-time learners will have achieved 15 credits in year 1, three more than is required for certification of HNC. This is in line with the emerging principles of the Higher National Next Generation project where the 30 credits required for HND are split evenly across the two years. Learners who have achieved the predecessor HNC (group award code **G8K4 15**) will be able to articulate using credit transfer from this framework to the new HND framework. Details of credit transfer opportunities are given in section 5.

For learners articulating from related HNCs, only 12 credits will have been achieved and it is recommended that learners should be given opportunities for RPL (Recognition of Prior Learning) to progress. A mapping exercise should be carried out on an individual basis. Details of credit transfer opportunities for units are given in section 5.

## 4.3 Core Skills entry and exit profiles

The Core Skill entry profile 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.

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

Although Core Skills are not formally assessed in the HN awards, learners completing these awards will develop verbal, written and visual communication to a high level. Similarly, interaction, in a variety of situations will develop social skills such as *Working with Others* and *Problem Solving*, and, through the use of digital technology, skills in *Information and Communication Technology (ICT)* will be developed. Learners who achieve the HND will have had opportunities to develop relevant aspects of Core Skills to the following levels on exit although there is no formal certification of the individual Core Skills units:

<b>Core Skill</b>	<b>Recommended SCQF exit profile</b>
Communication	SCQF level 6
Numeracy	SCQF level 5
Information and Communication Technology (ICT)	SCQF level 5
Problem Solving	SCQF level 6
Working with Others	SCQF level 6

In the second year of the HND award, awareness and development of Core Skills is strengthened by learners, supported by assessors, taking a greater level of personal responsibility for their own learning programmes and working with a range of others to complete a variety of professional projects. As they exercise autonomy and initiative, applying more detailed knowledge to interpret briefs, further enhancement of skills to a sophisticated level will take place.

Individual unit specifications include advice on potential and strategies for Core Skill development.

## **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 emphasising the vocational skills required to succeed in the sector. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

This specialist course is highly practical in nature and is designed to develop industry-specific skills and knowledge. This will make successful learners attractive to employers.

Creative and artistic talent is abundant in Scotland, and with the demands of the broad art and design market, it is essential that learners have the skills to actively gain employment or establish themselves as freelance creative artists and be able to market and promote themselves if they choose to do so. Professional practice is of paramount importance within creative industries. The revised 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 awards offers 12 key clusters of specialist units and are 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 awards have more flexibility than predecessor awards. This format also ensures the longevity and continued relevance of the awards.

## 5.1 Mapping of qualification aims to mandatory units

### Mapping of general aims

Y = Yes

Code	Unit title	Aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
DV96 34	Development Drawing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F1CH 34	Contemporary Art: Two Dimensional Practice	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F1CL 34	Contemporary Art: Three Dimensional Practice	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
J2R7 34	Contemporary Art Practice: Professional Practice and Exhibition Studies 1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
J2R9 34	Contemporary Art: Theory and Context 1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FA6G 34	Contemporary Art Practice Graded Unit 1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
J2RA 35	Contemporary Art Theory and Context 2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
J2R8 35	Contemporary Art Practice: Professional Practice and Exhibition Studies 2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FA6H 35	Contemporary Art Practice: Graded Unit 2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

## 5.2 Mapping of qualification aims to mandatory units

### Mapping of specific aims HNC

Code	Unit title	Aims							
		1	2	3	4	5	6	7	8
DV96 34	Development Drawing	Y	Y	Y	Y	Y	Y	Y	Y
F1CH 34	Contemporary Art: Two Dimensional Practice	Y	Y	Y	Y	Y	Y	Y	Y
F1CL 34	Contemporary Art: Three Dimensional Practice	Y	Y	Y	Y	Y	Y	Y	Y
J2R7 34	Contemporary Art Practice: Professional Practice and Exhibitions 1	Y	Y	Y	Y	Y	Y	Y	Y
J2R9 34	Contemporary Art: Theory and Context 1	Y	Y	Y	Y	Y	Y	Y	Y
FA6G 34	Contemporary Art Practice Graded Unit 1	Y	Y	Y	Y	Y	Y	Y	Y

### Mapping of specific aims HND

Code	Unit title	Aims							
		1	2	3	4	5	6	7	8
DV96 34	Development Drawing	Y	Y		Y	Y	Y	Y	Y
F1CH 34	Contemporary Art: Two Dimensional Practice	Y	Y		Y	Y	Y	Y	Y
F1CL 34	Contemporary Art: Three Dimensional Practice	Y	Y		Y	Y	Y	Y	Y
J2R7 34	Contemporary Art Practice: Professional Practice and Exhibition Studies	Y	Y		Y	Y	Y	Y	Y

Code	Unit title	Aims							
		1	2	3	4	5	6	7	8
J2R9 34	Contemporary Art: Theory and Context 1	Y	Y		Y	Y	Y	Y	Y
FA6G 34	Contemporary Art Practice Graded Unit 1	Y	Y		Y	Y	Y	Y	Y
J2RA 35	Contemporary Art Theory and Context 2	Y	Y		Y	Y	Y	Y	Y
J2R8 35	Contemporary Art Practice: Professional Practice and Exhibition Studies 2	Y	Y		Y	Y	Y	Y	Y
FA6H 35	Contemporary Art Practice: Graded Unit 2	Y	Y	Y	Y	Y	Y	Y	Y
*J2R5 35	Studio Practice 1 Given Theme	Y	Y	Y	Y	Y	Y	Y	Y

**\*This is one of the optional specialist clusters and is used here to illustrate the coverage of the specific aims within the mandatory option group B clusters.**

### 5.3 Mapping of Core Skills development opportunities across the qualifications

S= Signposted, E= Embedded

\* = This is one of the optional specialist clusters and is used here to illustrate the coverage of Core Skills within the mandatory option group B clusters

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		W (R)	W (W)	O	UN	UGI	AI	PCI	CT	PO	RE	WCO	RCC
DV96 34	Development Drawing	S	S				E	S	E	E	E	S	S
F1CH 34	Contemporary Art: Two Dimensional Practice	S	S		S	S	E	E	E	S	S	S	S
F1CL 34	Contemporary Art: Three Dimensional Practice	S	S		S	S	E	E	E	S	S	S	S
J2R7 34	Contemporary Art Practice: Professional Practice and Exhibitions 1	S	S	S	S	S	E	E	E	S	S	E	E
J2R9 34	Contemporary Art: Theory and Context 1	S	S	S	S	S	E	E	S	S	S		
FA6G 34	Contemporary Art Practice Graded Unit 1	S	S		S	S	E	E	E	E	E	S	
J2RA 35	Contemporary Art Theory and Context 2	S	S	S	S	S	E	E	S	S	S		
J2R8 35	Contemporary Art Practice: Professional Practice and Exhibition Studies 2	S	S	S	S	S	E	E	E	S	S	S	S
FA6H 35	Contemporary Art Practice: Graded Unit 2	S	S		S	S	E	E	E	E	E	S	S
*J2R5 35	Studio Practice 1 Given Theme	S	S	S	S	S	S	S	S	S	S	S	S

**Key:**

<b>Communication:</b>	W (R) = Written (Reading)	W (W) = Written (Writing)	O = Oral
<b>Numeracy:</b>	UN = Using Number	UGI = Using Graphical Information	
<b>ICT:</b>	AI = Accessing Information	PCI: Providing/Creating Information	
<b>Problem Solving:</b>	CT = Critical Thinking	PO = Planning and Organising	RE = Reviewing and Evaluating
<b>Working with Others</b>	WCO = Working Co-operatively with Others	RCC = Reviewing Co-operative Contribution	



## 5.4 Assessment strategy for the qualifications

The course component units cover theory and understanding combined with practical technical skills. The overall assessment strategy will, therefore, be a mix of testing knowledge and understanding and assessing practical skills ability. The grid below shows how this might be achieved and where opportunities for integration of assessment may be possible using the **mandatory** units for years 1 and 2 as examples as shown below.

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
DV96 34 Developmental Drawing	<p>Outcome 1: research and experimentation of different media in response to a given brief; production of initial sketches/drawings in response to a given brief.</p> <p>Outcome 2: development of a portfolio of drawings, based on the initial sketches, to demonstrate the ongoing development of the concept and knowledge and skills in relation to the given brief.</p> <p>Outcome 3: presentation of the completed portfolio demonstrating the learner's ability to interpret and</p>	<p>May integrate and apply knowledge and skills from F1CH 34: Contemporary Art: Two Dimensional Practice</p> <p>F1CL 34 Contemporary Art: Three Dimensional Practice</p>	<p>Production of a portfolio of developmental drawings which illustrates the learner's artistic and conceptual development in response to a given brief.</p> <p>This unit should be assessed by the presentation of a portfolio of drawings that meet the requirements of a given, integrated brief which covers all three outcomes.</p> <p>Learners should produce a portfolio of artwork which may include an annotated sketchbook, workbook or worksheets</p>	<p>It is recommended that outcomes 1, 2 and 3 be taught in sequence and personal skills development should be evident as each outcome is completed.</p> <p>At the outset of the unit, learners may have a limited experience of experimenting with different media and may require a lot of support in the early stages of the unit, in the form of tutor demonstration of techniques, handouts and visual exemplars.</p> <p>Learners should be encouraged to</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
	communicate the development of the given brief, concepts and required skills.		detailing ideas, techniques, materials and processes.  Learners should annotate drawings across all three outcomes to effectively communicate the sequential progression of ideas.	experiment with drawing tools and media.  Learners could be asked to produce a number of drawings under controlled conditions if this assists in ensuring the reliability and authenticity of evidence presented
F1CH 34 Contemporary Art: Two Dimensional Practice	Outcome 1: research an area or areas of Contemporary Art: Two Dimensional Practice, by studying the work of contemporary art two dimensional practitioners.  Outcome 2: explore and develop methods and techniques for the production of two dimensional contemporary artworks; carry out a series of short practical exercises to explore and experiment with materials/media, and application techniques.	DV96 34 Developmental Drawing  F1CL 34 Contemporary Art: Three Dimensional Practice  J2R7 34 Contemporary Art Practice: Professional Practice and Exhibition Studies 1  J2R8 35 Contemporary Art Practice: Professional Practice and Exhibition Studies 2	Outcome 1: evidence should be presented in any suitable format including sketchbook, blog and notebook, accompanied by visuals.  Outcome 2: evidence should be presented as a folio of two dimensional experiments accompanied by comments in oral or written format.  Outcome 3: evidence should be presented in the form of a sketchbook	Outcome 1: group discussion as well as personal investigation could be used to analyse the work of contemporary art practitioners who use two dimensional processes and production. This outcome could be assessed by an investigation.  Outcome 2: Assessment could be carried out through the production of a folio of two dimensional experiments. Assessment could be integrated with

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
	<p>Outcome 3: produce and develop concepts for two dimensional artwork in response to a given brief.</p> <p>Outcome 4: produce two dimensional artwork/s from developed concepts, using safe studio working practices.</p>		<p>or folio of creative developmental work.</p> <p>Outcome 4: product evidence — learners will need to provide evidence to demonstrate their knowledge and/or skills by producing one or more pieces of two dimensional artwork.</p>	<p>other two-dimensional art-based units, eg DV96 34 Developmental Drawing.</p> <p>Outcome 3: this outcome could be assessed by product evidence of development work. Assessment of this outcome may be integrated with outcomes in other units.</p> <p>There is scope in this outcome to build on development work from both two dimensional and three dimensional units which may lead to an integrated approach to thematic development.</p> <p>Outcome 4: the degree of finish of work for presentation should be clearly specified by the tutor. The number of pieces of artwork presented for assessment</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
				will be at the discretion of the tutor, but allowances must be made for the scale and complexity of the learners' work. The evidence requirements are for one or more piece. However, the tutor could encourage the learner to produce a higher number of examples for assessment if the work is minimal in content.
F1CL 34 Contemporary Art: Three Dimensional Practice	<p>Outcome 1: investigate current three dimensional art practice by researching, recording and analysing differing approaches or methods used by contemporary art practitioners.</p> <p>Outcome 2: produce practical experiments exploring a minimum of three techniques and demonstrate the safe use of tools, equipment, methods and sequence</p>	<p>J2R7 34: Contemporary Art Practice: Professional Practice and Exhibition Studies 1 J2R8 35 Contemporary Art Practice: Professional Practice and Exhibition Studies 2</p> <p>F1CH 34 Contemporary Art: Two Dimensional Practice</p>	<p>Outcome 1: portfolio of research</p> <p>Outcome 2: product and written/oral evidence of practical experiments.</p> <p>Outcome 3: A short project in the form of sketchbook drawings, collated visual material and practical experiments could be used to produce evidence for this outcome.</p>	<p>Outcome 1: group discussion as well as personal investigation could be used to analyse the work of contemporary art practitioners who use three dimensional processes and production. Assessment could be carried out with written, visual or verbal evidence of collated research in response to an investigation.</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
	<p>of work using a variety of materials.</p> <p>Outcome 3: respond to a creative brief and explore a range of creative concepts that could be developed into a three dimensional artwork..</p> <p>In outcome 4: produce a piece or pieces of three dimensional artwork which reflects the ideas and concepts developed in response to the brief given in outcome 3.</p>		<p>Outcome 4: product evidence of one of more pieces of three-dimensional pieces which illustrate the learner's development across the unit.</p>	<p>Outcome 2: assessment of this outcome may be combined with outcomes in other skills-based three dimensional art units.</p> <p>It is strongly recommended that a minimum of three techniques, including practical handling and manipulation of a range of equipment, materials and techniques, are demonstrated and subsequently explored through the learner's individual experimentation of these processes. Assessment could be carried out using a combination of written/oral responses and evidence of practical experiments.</p> <p>Outcome 3: a short project in the form of sketchbook drawings, collated visual material</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
				<p>and practical experiments could be used to produce evidence for this outcome.</p> <p>There is scope in this outcome to build on development work from both two dimensional and three dimensional units that may lead to an integrated approach to thematic development.</p> <p>Outcome 4: evidence should be generated by the appropriate use of materials and techniques associated with chosen process and the production of one or more 'pieces' of artwork. Where possible, environmentally friendly materials and methods should be identified and used for the learner's project.</p> <p>The number of artworks presented for assessment</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
				will be at the discretion of the class tutor but allowances must be made for the scale and complexity of the learner's work. The evidence requirements are for one or more pieces, however, if the work is on a very small scale and/or simplistic in technique, the tutor may encourage the learner to produce alternative approaches or a higher number of examples. The learners may focus their hours of study towards intense research and development (ie for a complex conceptual piece) in which case one small piece produced to a high standard and presenting a high level of conceptual/contextual thinking may be acceptable.

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
				It is strongly recommended that learners could be given the opportunity to present artwork(s) in chosen context and to justify and evaluate their work by making a presentation to their class tutor and/or peer group. An observation checklist could be used to ensure all aspects contained within the knowledge and skills section have been addressed.
J2R7 34 Contemporary Art Practice: Professional Practice and Exhibitions 1	<p>Outcome 1: Research and develop an online/digital archive of personal art practice.</p> <p>Outcome 2: Research, develop, and publish a relevant Artist Curriculum Vitae (CV)/Biography and Statement of Practice.</p> <p>Outcome 3: Research and collate progression</p>	<p>DV96 34 Developmental Drawing</p> <p>F1CH 34 Contemporary Art: Two Dimensional Practice</p> <p>F1CL 34 Contemporary Art: Three Dimensional Practice</p> <p>J2R8 35 Contemporary Art Practice: Professional Practice and Exhibition Studies 2</p>	Holistic assessment of a portfolio of evidence which meets the evidence requirements for the unit.	A single holistic instrument of assessment in the form of a brief requiring the development of a portfolio of collated evidence (Professional Practice and Exhibition Portfolio) which details the outcomes and evidence requirements could be used to generate and collate assessment



Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
	and exhibition opportunities for Contemporary Art Practice Graduates.	FA6G 34 Contemporary Art Practice Graded Unit 1 FA6H 35 Contemporary Art Practice: Graded Unit 2		<p>evidence for the entire unit. This could be in a digital or paper-based form.</p> <p>In the case of a digital portfolio of evidence, a website or blog could be used to collate all evidence requirements for each outcome. A paper-based portfolio of evidence would require all digital evidence produced for outcome 1 and significant elements of outcome 2 to be printed and collated within the physical portfolio.</p> <p>Alternatively, separate instruments of assessment can be used for each outcome or a combination of outcomes. Outcome 1: Learners could present an online archive of practice in the form of a blog or website</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
				<p>containing collated evidence of personal creative practice that is regularly updated.</p> <p>Outcome 2: Learners could submit collated evidence of research and an up to date CV and statement of personal creative practice.</p> <p>Outcome 3: Learners could present collated, annotated evidence in a portfolio of evidence that effectively demonstrates engagement with a directed and self-directed programme of research related to their identified progression route.</p>
J2R9 34 Contemporary Art: Theory and Context 1	Outcome 1: production of a document demonstrating understanding of the conventions for essay writing and referencing.		There is an opportunity for this outcome to be assessed as an integrated learning activity. It could form part of a set project or as specific research activity.	For outcome 1 It is suggested that learners produce a document that summarises the structure and purpose of the different aspects of an essay. This document

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
	Outcomes 2 and 3: written or oral presentation		<p>If delivered with other units then an assessment matrix should be devised.</p> <p>For example, research for this unit could form part of the learner's initial concept development for a project brief and assessed as such. The production of complementary and contextualised artwork based on the learner's area of research could also enhance the learner's experience.</p> <p>Outcome 1 could take the form of a document that summarises the structure and purpose of the different aspects of an essay.</p> <p>For outcomes 2 and 3, it is suggested that learners produce a range of evidence in their own</p>	<p>could itself take the form of an essay with an introduction to the task, the main body, conclusion and referencing to demonstrate an understanding of how an essay is commonly structured, different sources of research and how to reference different types of research. Examples of different types of referencing can be gathered from a range of sources and is at the discretion of the centre.</p> <p>Outcomes 2 and 3 could be integrated. Assessment evidence could be presented in any appropriate written, oral and visual formats, electronic file, video presentation, webpage or blog or as part of an integrated assessment to cover social, political,</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
			<p>words and in the form of any appropriate written/oral digital presentation which is then developed into a completed research project in the form of an illustrated talk or essay.</p> <p>Learners are encouraged to present an oral, visual presentation of approximately 10–15 minutes however the learner should have the option to present an appropriate written, electronic file, video presentation, webpage or blog or as part of an integrated assessment to cover social, political, technological, ecological and contemporary categories. Written research should be approximately 1,000–1,500 words</p>	<p>technological, ecological and contemporary categories; evidence of visits to galleries, museums and artists' talks is to be encouraged. In order to achieve these outcomes, learners are required to present a range of evidence in their own words and in the form of any appropriate written/oral digital presentation. A suggested minimum written format should be collated and summarised in approximately 1,000–1,500 words and if an oral or digital presentation is chosen; then a minimum of 10–15 minutes would be appropriate.</p> <p><b>NB:</b> The word count and presentation time is for guidance.</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
J2RA 35 Contemporary Art Theory and Context 2	For outcomes 1 and 2 presentation of a range of evidence in their own words and in the form of any appropriate written/oral/digital format.	<p>J2R9 34 Contemporary Art: Theory and Context 1</p> <p>F1D5 35 Contemporary Art Practice: Project</p> <p>Any of the Clusters from Option Section B, particularly</p> <p>J2R5 35 Contemporary Art Studio Practice: Given Theme</p> <p>J2R6 Contemporary Art Studio Practice: Self-Generated Theme</p>	<p>Outcomes 1 and 2 can be delivered holistically but Centres may also choose to deliver separately.</p> <p>Outcome 1 requires learners to undertake an in-depth exploration of a specific art movement/trend. It is suggested that delivery of the units reflects this, eg centres can tailor the learning materials to reflect an advanced exploration of a number of movements/trends, associated artists, theory, developments and legacy. The evidence for this outcome allows for investigation into more than one movement, however, this should only be the case if the connected artist is associated with more than one movement. Themes relating to outcome 2 can be</p>	<p>It is possible that outcomes 1 and 2 can be delivered holistically. Centres may also choose to deliver separately.</p> <p>As a mandatory unit of the HND Contemporary Art Practice group award, this unit is designed to ensure that learners are introduced to, gain and develop understanding of a variety of aspects of art theory and context since c. 1900–present. It is assumed that all learners will have successfully completed Contemporary Art Practice: Theory and Context 1 and will have an introductory knowledge of the subject. It is suggested that this unit is delivered as a series of discussion-based lecturer led presentations/seminars that offer a thorough and analytical investigation of</p>

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
			<p>signposted/explored within delivery of outcome 1.</p> <p>Outcome 2 requires that learners produce an in-depth exploration of a recurring theme from a fixed period in art and critically analyse/evaluate in relation to their own work. Learners could use a minimum of three example artworks of which a minimum of two could be sourced from recent/current developments in art (c.1970–present).</p>	<p>key aspects of art theory and context from a fixed time period from circa 1900 to present. The suggested content of the delivery materials is again at the discretion of the centre, however, it may be useful to combine delivery of outcomes 1 and 2 and make reference to recurring thematic themes. It is assumed that throughout the taught course, Centres will refer to fundamental aspects of art and context and that reference to theories relating to modernism, post-modernism/contemporary art will be appropriate.</p>
J2R8 35 Contemporary Art Practice: Professional Practice and Exhibition Studies 2		DV96 34 Developmental Drawing F1CH 34 Contemporary Art: Two Dimensional Practice	A single holistic instrument of assessment in the form of a brief requiring the development of a portfolio of collated	The unit could be delivered throughout the entire academic session and where possible/ appropriate elements can be embedded within other

Unit	Assessment			
	Tasks for each unit	Integration* with other units *This is for guidance only and centres may utilise other relevant units from the award framework	Assessment	Comments on possible delivery and assessment
		F1CL 34 Contemporary Art: Three Dimensional Practice J2R7 34 Contemporary Art Practice: Professional Practice and Exhibition Studies 1 FA6G 34 Contemporary Art Practice Graded Unit 1 FA6H 35 Contemporary Art Practice: Graded Unit 2 J2RA 35 Contemporary Art Theory and Context 2 F1D5 35 Contemporary Art Practice: Project  Any of the Clusters from Option Section B, particularly J2R5 35 Contemporary Art Studio Practice: Given Theme J2R6 Contemporary Art Studio Practice: Self-Generated Theme	evidence which details the outcomes and evidence requirements could be used to generate and collate assessment evidence for the entire unit. This could be in a digital or paper based form. In the case of a digital portfolio of evidence a website or blog could be used to collate all evidence requirements for each outcome. A paper based portfolio of evidence would require all digital evidence produced for outcome 1 and significant elements of outcome 2 to be printed and collated within the physical portfolio. Alternatively, separate instruments of assessment can be used for each outcome or a combination of outcomes.	units. For example, knowledge, skills, experience gained at talks, workshops, research visits, gallery visits will inform contextual and practical project work from other units. Centres could integrate the delivery and assessment of this unit with other units within the subject framework.

## **6 Guidance on approaches to delivery and assessment**

The HNC and HND have been designed to develop practical and creative skills in the context of a professional environment where time management and creative production skills are essential elements. The introduction of larger project-based units will enable learners to develop and enhance their creative practice.

These awards are designed to provide a balance between an awareness and understanding of key skills and creativity required in Contemporary Art Practice. This balance is intended to develop learners' ability to identify and apply individual skills and to facilitate these abilities in Contemporary Art Practice, thereby enhancing future employability and progression opportunities. Assessment planning focusing on a combined, holistic approach to assessment is encouraged.

The HN Unit specification places the emphasis on reducing the assessment load for both learners and centres by encouraging assessments which assess the entire unit or join the assessments of outcomes together. There will also be the opportunity to integrate assessments across units. The logistics of this will depend on the programme in individual centres. Unit specifications detail specific evidence requirements and provide centres with valuable information relating to assessment procedures for each assessment event. This will assist with standardisation within and across centres. It is recommended that centres seek prior verification from SQA for centre-devised assessments, especially if the assessments relate to the graded units. SQA has produced exemplar assessments for mandatory units, which exemplify what is required in terms of meeting national standards.

The course formalises planning and scheduling of work, giving learners time management skills thus enhancing employment prospects.

The assessment strategy of the SQA Design Principles — to encourage a more holistic approach to assessment — has been adopted in these awards.

### **6.1 Sequencing/integration of units**

Centres will determine the sequence in which to deliver the course component units. It is recommended that the primary elements of units contributing to the graded units are delivered prior to delivering the graded units. It is important that these elements of these units have been delivered before the graded unit is assessed.

### **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](http://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 several opportunities for articulation and/or progression to the revised group awards, HNC and HND Contemporary Art Practice, codes: GR89 15 and GP94 16.

The main articulation route to year 2 of the HND is the revised HNC (GR89 15). This forms year 1 of the HND. However, we recognize that learners who have achieved the predecessor HNC qualification, group award code G8K4 15, may wish to articulate to year 2. Details of credit transfer opportunities are given in section 6.2.2.

Progression from a related award may also be possible. For example:

- ◆ G8KY 15 HNC Art and Design
- ◆ G87V 15 HNC 3D Design
- ◆ GG3E 15 HNC Visual Communication
- ◆ GM4F 15 HNC Computer Arts and Design

It may also be possible to progress from:

- ◆ G91T 15 HNC Jewellery
- ◆ G8XW 15 HNC Fashion Design and Manufacture
- ◆ GG3C 15 HNC Photography

Please refer to section 4.1 for details of entry requirements and qualifications offering progression to the revised HNC and HND group awards.

## 6.2.2 Credit transfer

### General

All learners are eligible for unit-by-unit credit transfer. Credit transfer is always at the discretion of the centre.

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

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

As stated above, all decisions relating to credit transfer remain with centres and the following is for guidance.

### Specific

There is considerable commonality between the revised HNC/HND and the predecessor awards. Full details of the relationship between the qualifications are given in section 2.3.

The revised HNC forms year 1 of the HND and it is anticipated that 15 credits will be delivered in year 1.

Two **new** units have been introduced to the mandatory section. Learners progressing to year 2 from the HNC G8K4 15 or related HNCs will require to meet the requirements of these new units.

J2R7 34 Contemporary Art Practice: Professional Practice and Exhibition Studies 1 (1 credit)  
J2R9 34 Contemporary Art: Theory and Context 1 (2 credits)

One unit has been removed and two units have been moved to the option section.

- ◆ FD63 35: Art and Design Context has been removed from the framework. It is a single credit unit which appears in a number of related HNCs which offer progression routes to the HND. This unit has been replaced by J2R7 34 CAP: Theory and Context. This new unit is a 2-credit unit and has three outcomes. The two outcomes of FD63 35 are mirrored by outcomes 2 and 3 of J2R7 34 meaning that **credit transfer of 1 credit** is possible.
- ◆ For learners entering year 2 from HNC CAP, group award code G8K4 15 (or progressing from a related HNC where this unit has been achieved), **1 credit can be credit-transferred from FD63 35**. The additional credit can only be awarded on completion of the new outcome 1 of J2R7 34.
- ◆ F1E9 34: CAP: Conceptual Processes. This unit was previously mandatory and has been moved to the option section. **Full credit can be given against the framework.**
- ◆ F1CH 34: CAP: Introduction to Digital Artform. This unit was previously mandatory and has been moved to the option section. **Full credit can be given against the framework.**

In addition, evidence from FD63 35, F1E9 34 and F1CH 34 may be used for assessment against J2R7 34 Contemporary Art Practice: Professional Practice and Exhibition Studies 1. **Only 1 credit** may be transferred in this way.

- ◆ FA6G 34 Contemporary Art Practice: Graded Unit 1 — this unit is retained and **full credit can be given**.
- ◆ Graded units from related HNCs for learners entering year 2 of the HND may also be credited against graded unit FA6G 34 to facilitate progression.

Learners seeking credit transfer from related HNCs should be considered on an individual basis by the centre. SQA will be able to advise on this.

### **6.3 Opportunities for e-assessment**

Some activities in the units may offer opportunities for online learning and/or online capture of, and access to, learner evidence. Centres are advised to refer to individual unit specifications for further guidance.

### **6.4 Support materials**

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

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

Existing Art and Design related 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.

### 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](http://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](http://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

## 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 in Contemporary Art Practice has been designed to enable you to develop your knowledge, skills and abilities in the researching, development and production of contemporary art. Successful completion of the awards will equip you with the knowledge, understanding and skills to allow you to seek employment within the creative industries or to progress to higher education.

The awards are structured to provide you with a broad visual and intellectual education in Contemporary Art Practice. You will have the opportunity to develop individual practice in relation to your own interests. Your studies are supported by integrated historical and contextual studies that will provide you with a framework within which to locate your individual practice. Throughout the course, opportunities exist to work individually and collaboratively, supported by group discussion and personal support from tutors.

Professional practice will provide you with relevant experience and knowledge of potential career opportunities. During the course you will be encouraged to evaluate, research, develop and contextualise your concepts and practice in response to subject choices. You will develop critical, reflective and evaluative skills in Contemporary Art Practice through transferable practical skills via an open-minded approach to study investigation and research. You will therefore develop an understanding of interdisciplinary practice between various areas within contemporary art via an understanding of the influence and contribution made by art practice and practitioners within the 20th and 21st centuries.

Year 1 of the HND in Contemporary Art Practice has 15 unit credits, totalling 120 SQCF credit points. You may exit at the end of year 1 with The HNC in Contemporary Art Practice with 12 unit credits — 9 unit credits from the mandatory section and 3 unit credits from the optional section. If you are planning to progress to year 2, you will complete 15 unit credits.

The HND (years 1 and 2) in Contemporary Art Practice is comprised of a total of 30 HN Units.

These fall into three categories:

- ◆ Mandatory 'Core' units — which encompass the fundamental range of competences required for contemporary practice.
- ◆ Specialist 'cluster' units — which focus on a specific, specialist areas of practice enabling you to focus on specific areas of personal artistic interest and develop your skills and knowledge in these fields. There are 12 specialist clusters each worth four unit credits. You will need two clusters.
- ◆ Optional units — these cover a wide spectrum of subjects, which complement the focus of your studies.

In the first year of the HND award you will study 15 credits — 12 of these credits make up the HNC award in Contemporary Art Practice and the further three credits are undertaken to bridge year 1 into year 2 of the HND award. In year 2 of the course you will study a further 15 credits.

Throughout the course you will have the opportunity to further develop your Core Skills in *Communication, Numeracy, Information Communication Technology (ICT), Problem Solving and Working with Others*.

## Assessments and graded units

The HNC/HND Contemporary Art Practice awards reflect the skills and competences needed for the practice of contemporary art. They will develop your practical and theoretical skills to a high level and help you place your own practice within the context of broader art practice.

You will be assessed throughout the course with the assessments taking the form of assignments and practical assessments.

The graded units are an important part of the HNC/HND in Contemporary Art Practice. There are two graded units within the awards and both are project-based. The HNC/HND year 1 graded unit is a 1-credit unit at SCQF level 7 and the HND year 2 graded unit has a value of 2 credits at SCQF level 8. The graded units are the only units which are marked with a banding of A, B or C. The graded units are self-motivated projects which will be supported by mentoring sessions with your course tutor. They are designed to assess your ability to integrate the knowledge and skills gained through the contributing units. The graded units are a means of grading your achievement on the HND overall.

## Guidance on recommended entry requirements

As with all SQA advanced courses, entry is at the discretion of the delivering Centre. However, 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:

- ◆ A strong interest in contemporary art and/or fine art and contemporary art and/ or fine art practices which could be supported by a portfolio of personal work
- ◆ National 5/Higher Art
- ◆ A relevant National Certificate at SCQF levels 5 or 6
- ◆ Any two National Qualifications at Higher together with three National 5 passes at level 3 or above
- ◆ An existing HNC group award in a related area, for example, HNC Art and Design/3D Design or any other creative arts-related HNC, in order to articulate into the second year of the HND group award
- ◆ An SVQ at SCQF level 5 or above
- ◆ Different combinations of relevant national qualifications, vocational qualifications and equivalent qualifications from other awarding bodies may also be acceptable
- ◆ Relevant work experience in a creative environment
- ◆ For learners where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) SCQF level 5 or a score of 5.5 in the International Language Testing System (IELTS).

## Non-standard entry

In the case of mature applicants, appropriate prior or experiential learning may also be considered. Formal academic achievements may not, in themselves, represent adequate entry criteria. A more accurate prediction of potential attainment may be achieved through appraisal, which includes an element of guidance. This will normally include a formal interview where applicants should have the opportunity to demonstrate their artistic and creative ability to SCQF level 6 by presenting a portfolio of work. This will enable an appropriate and realistic assessment of the applicant's suitability for these group awards.