

*Title: Enhancing Critical skills in HND music students*

Transition(s) the practice supports: the aim of this is to identify where this would sit on the planned transitions map.

*Transition from HND to BA Music (level 8 – 9)*

Abstract: a brief outline of the practice – this will allow all your institutional examples to appear on the one page of the website, linking to further information. This should be no longer than 120 words.

*The BA Popular Music Performance programme at Perth College UHI has historically attracted strong numbers of HND graduates from other colleges articulating into year 3. These students often come with under-developed skills in critical thinking and music theory/analysis, due to the competence-based nature of the HN programme. In order to address this deficit, staff at Perth developed an HN unit which was added to the HND programme and became a condition of acceptance to the programme*

Description: (this is the information to which the abstract would link) a more detailed description of the practice with an indication of what led to its development, how long it has been in place, and why it benefits students

*Staff identified the following deficits in many HND applicants: critical thinking; awareness of key theories and principles of musicology; skills in detailed musical analysis; academic writing and referencing. Students arriving at Perth therefore not only had geographical, social and educational relocation to deal with, but were also expected to gain key academic skills very quickly to enable them to fulfil the requirements of level 9 study.*

*To ease this transition an 8 credit HND unit was developed entitled Music History and Analysis; Access to Degree. The unit was designed to provide an introduction to a few key critical theories within the discipline, further develop skills in music analysis and transcription, and allow for a reasonably detailed study of a chosen aspect of popular music history.*

*While necessarily brief, students who had achieved this module would possess some baseline skills and knowledge in these key areas for degree study.*

*This unit, through the SQA Qualification Support Team, was approved and added to the HND framework as an optional unit. Subsequently UHI was able to specify the completion of this unit as part of the requirements for articulation to the degree programme.*

*A more sectoral issue is that many HND students do not see the HND as an endpoint, and fully intend to articulate to a degree programme. The College sector and the SQA HN qualification design and support teams could benefit from involvement from the university sector to assist in ensuring that students are better prepared for degree study.*

Contact details: name and email address of key person who can discuss the case study in more detail. (with their permission agreed before submission)

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