

Next Generation Higher National Educator Guide

Higher National Diploma in Radio

Group award code GT6F 48

Valid from session 2023 to 24

**Prototype educator guide for use in pilot delivery
only (version 0.1) June 2024**

This guide provides detailed information about the group award to ensure consistent and transparent assessment year on year.

This guide is for assessors and lecturers and contains all the mandatory information you need to deliver and assess the group award.

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Group award overview

Introduction

This guide:

- assists centres to implement, deliver, and manage the group award
- provides a guide for new staff involved in offering the group award
- informs course managers, teaching staff, assessors, learners, employers, and higher education institutions of the aims and purpose of the group award
- provides details about the range of learners that the group award is suitable for and the progression opportunities

Purpose of the group award

Higher National Diploma (HND) in Radio is a practice-based course that gives learners a grounding in the key technical, organisational and creative aspects of the radio production process, including podcasting and multi-platform content. The principal aim is to develop learners' knowledge and experience of the roles, working practices and professional behaviours required in the radio and associated industries.

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Structure

HNDs are designed at SCQF level 8 and consist of 120 SCQF credit points. HNDs must incorporate at least 80 credit points (10 credits) at SCQF level 8.

HND

HNDs contain 15 credits that can be used flexibly to increase opportunities for learners returning to education. Refer to the 'Meta-skills' section of this guide for more information.

Framework

The HND is made up of the following mandatory units and 5 credits from the following optional units.

Current options follow a minimal viable product approach.

Mandatory units

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J6DV 48	Radio Station Operation	3	24	8
J6DX 48	Content Creation	5	40	8
J6DW 48	Working in the Radio and Audio Industry	2	16	8

Optional units

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J6FN 48	Radio Branding and Imaging	1	8	8
J6FM 48	Advanced Radio Presentation	1	8	8
J6FP 48	Digital Audio Workstation	2	16	8
J6FL 48	Podcasting	1	8	8
J7N3 47	Work-based Learning	1	8	7
J75E 47	Communication: Practical Skills	1	8	7

Aims of the group award

HND Radio aims to provide learners with the technical, organisational and creative knowledge and skills they need to succeed in the radio and associated industries.

General aims

The general aims of the qualification are to:

- 1 enhance learners' employment prospects
- 2 include opportunities for learners to develop meta-skills that support the active development of professional practice and behaviours, and to enable learners to increase, enhance and discuss their employability
- 3 support learners' continuing professional and career development
- 4 enable progression within the Scottish Credit and Qualifications Framework (SCQF)
- 5 develop learning and transferable skills (including meta-skills)
- 6 develop sustainable practices
- 7 provide academic stimulus and challenge, and foster an enjoyment of the subject

Specific aims

The specific aims of the qualification are to:

- 1 further develop and add to the knowledge and skills gained in radio and creative audio production
- 2 prepare learners for a wide range of multi-skilled employment in related radio occupations at an appropriate level
- 3 develop specialist technical and production skills relating to the roles and responsibilities of radio and creative audio production
- 4 develop a practical skillset for meeting professional standards and competence in the radio and audio sectors
- 5 develop a deeper knowledge of self-employment, business and management issues in the radio and creative audio sector

Group award structure

You can integrate and deliver the mandatory units and selected optional units through practical project briefs. The structure allows for flexible and multi-disciplinary learning opportunities.

The large mandatory units support a project-based approach, allowing learners to take on a variety of roles as they develop the relevant skills, knowledge and experience.

The projects your centre sets may vary in number and size, depending on local needs and selected optional units.

Who is this group award for?

This group award is suitable for learners interested in pursuing a career in radio and associated industries and who wish to develop the knowledge and creative and technical skills required for this industry. The awards are offered on a full-time basis.

Recommended entry	Progression
<p>Entry to this group award is at the discretion of your centre.</p> <p>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:</p> <ul style="list-style-type: none"> • Higher National Certificate (HNC) Radio or other equivalent group award at SCQF level 7 • different combinations of relevant National Qualifications (Vocational Qualifications from other awarding bodies at SCQF level 7 or equivalent) • suitable industry experience. The enrolling centre may require learners to submit relevant content and interview tasks 	<ul style="list-style-type: none"> • other qualifications in radio or related areas • further study, employment and/or training <p>The HND is of value to learners who hope to progress to employment or further study. Learners who achieve HND Radio may progress to further study, the first or second year of a relevant degree programme, or to employment.</p>

Recognising prior learning

SQA recognises that learners gain knowledge and skills through formal, non-formal, and informal learning contexts.

It is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

You can find more information and guidance about the recognition of prior learning on [SQA's website](#).

Articulation and/or progression

Learners who successfully complete HND Radio could progress to relevant degree programmes, including:

- BA Broadcast Production at the University of the West of Scotland
- BA Broadcasting Studies at Falmouth University
- BA Journalism at the University of the West of Scotland
- BA Media and Communications or BA Multimedia Journalism at Glasgow Caledonia University
- BA (Hons) Creative Sound Production at Abertay University
- BA (Hons) Radio at Bournemouth University

Employment opportunities in all sectors of the radio industry include:

- BBC radio: content assistant, content producer, scheduling, studio manager, sports assistant, sound assistant, presenter
- commercial radio: presenter, technical operator, sales, marketing, sponsorship and promotions, commercial traffic, music scheduling, producer, online producer, commercial producer, imager
- community radio: station manager, presenter, sales and marketing, journalist
- freelance work: any of the above, podcaster, freelance presenter, voice artist, commercial producer, imager
- independent sector: producer, presenter, manager, compliance, broadcast assistant

Professional recognition

HND Radio does not lead to professional recognition.

Credit transfer arrangements

Centres can make decisions about transferring credits. They can transfer credits if the subject-related content of the units is broadly equivalent. Centres should consider the currency of a learner's achievement before transferring credit.

Core Skills entry profile

The Core Skills entry profile provides a summary of the assessment activities that demonstrate the SCQF level of this group award. This information can help identify learners that need additional support or those who should take an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 6	<p>Learners can evidence this skill by:</p> <ul style="list-style-type: none"> • reading prepared scripts • pitching an idea • presenting on air • written and/or oral assignments • interviewing
Numeracy	Level 6	<p>Learners can evidence this skill by:</p> <ul style="list-style-type: none"> • calculating programme timings and organising running order
Information and communication technology (ICT)	Level 6	<p>Learners can evidence this skill by:</p> <ul style="list-style-type: none"> • researching topics and storylines for radio broadcasts • using software and digital tools to plan, produce and edit content • outputting content online
Problem solving	Level 6	<p>Learners can evidence this skill by:</p> <ul style="list-style-type: none"> • identifying and resolving common technical faults • evaluating and adapting content and project plans

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Working with others	Level 6	Learners can evidence this skill by: <ul style="list-style-type: none">• working with contributors• working as part of a production team

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Meta-skills

Meta-skills are higher-order skills that support the development of other skills and promote success in any context. They enable learners to respond to professional challenges and opportunities by reflecting on, developing, applying and adapting industry skills and sector knowledge.

Our new Higher National Qualifications are developed with meta-skills at their core. Meta-skills complement the industry and sector-specific content of the qualifications. They provide a framework for learners to complete personal development aligned to professional practices.

Throughout the qualifications, learners develop meta-skills while studying industry and sector-specific content. You can integrate meta-skills into contextualised teaching activities and include them in integrated and holistic assessment approaches.

The 21st century skills and meta-skills learning, teaching and assessment model focuses on how we can use skills to respond to societal, economic and industry drivers and change.

Meta-skills frameworks vary, but they share an approach that emphasises individualistic, context-based skills development with reflective practice and localised definitions.

Skills Development Scotland developed a model of meta-skills in response to the concept of Industry 4.0 (or the 'fourth industrial revolution'). In this model, they identify 12 meta-skills that help learners adapt to changes to industry, job roles and society expected as a result of technological advances and global trends. Developing these meta-skills supports learners as they prepare for a constantly evolving future.

The 12 meta-skills are grouped into three categories: self-management, social intelligence, and innovation.

Self-management	Social intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense-making
Initiative	Leading	Critical thinking

Adapted from: [Skills 4.0: a skills model to drive Scotland's future](#), Centre for Work-based Learning in Scotland, (2018).

You should:

- make learners aware that meta-skills are generic and transferable across many different contexts
- support learners to focus on the meta-skills that they find most relevant by encouraging an individualised, active learning approach that relates to the industry and sector contexts of the qualification
- help learners to understand key meta-skills for their industry or sector and any other personally important meta-skills, and set development goals for these
- encourage learners to focus on reflective practice

None of the meta-skills are mandatory.

Learning and teaching

You can introduce meta-skills to learners as tools they can use in response to real-world challenges and opportunities. At SCQF level 7 or 8, you should use terminology from the Skills 4.0 model, but it is important that you develop a shared understanding with learners about meta-skills and what they mean to them, both individually and in the context of coursework, projects and sectors.

You should embed meta-skills in learning and project tasks as a context for planning, practice, and reflection. You should encourage learners to be self-aware, set active goals and monitor their progress.

The process of developing meta-skills is not linear and you should make learners active participants in their learning. At the start of the process, you should introduce meta-skills to learners and explore the concept of self-assessment with them. You should set goals and make development and evaluation plans together. The process should become cyclical, with reflective practice informing new self-awareness, goal setting and review.

Many traditional learning and teaching activities used to develop industry or sector-specific skills, knowledge and understanding also support the development of meta-skills. You can map these in course materials and resources and during learning.

Meta-skills are central to successfully engaging with and completing assignments and projects. You should encourage learners to plan how they will use and develop meta-skills in their coursework and to reflect on their success and future goals.

The role of the coach, mentor or facilitator is key to help learners understand, develop and reflect on their own meta-skills and those central to course activities, assessment projects and their target industry or sector. You and any employer partners or guest speakers could guide learners by taking on a coaching and mentoring role.

In this role, you should introduce learners to the fundamentals of reflective practice. You could use several models of reflective practice. You do not need to use a theoretical perspective. Any reference to these models should support learners'

understanding of the nature and value of reflective practice in self-understanding and making change.

Introducing reflective practice can support your learners' personal development and goal setting. Frequent formative peer-to-peer, assessor, client (if appropriate) and group reflection activity can support learners through reflective practice.

Learners can focus on any meta-skills appropriate to them and their context. However, learning and teaching should also facilitate individual development. Learners have individual strengths and areas for development and they do not have to reach a particular level in relation to meta-skills. Coursework and projects provide the context for development appropriate to the SCQF level. Within these contexts, the **process** of development is important. You should create a clear learning plan with each learner to provide evidence of their development.

You can create descriptions of abilities and skills that relate to meta-skills with your learners. These can come from self-profiling, exploring the industry and sector, and discussion with peers and employers. You should consider the meta-skills needed to complete coursework and meet personal goals to set a context for reflection.

Exploring learning and working styles, personality traits and preferences, personal profiling and self-assessment tools can help learners to develop an understanding of their strengths and areas for development.

You can use case studies and scenario-based activities to demonstrate the value of meta-skills and how they can be applied. You can provide opportunities for peer reflection. A group of learners could share experiences and reflections about how to apply meta-skills in the context of their coursework. You could adopt the role of facilitator to draw learners' attention to situations where meta-skills were or could have been applied.

Reflective discussions can focus on how and where meta-skills are being developed. Your discussions with learners could include positive recognition and guidance on future development based on previous performance. As learners progress, you could introduce industry content that requires skills like problem recognition and problem solving, both of which combine multiple meta-skills.

You can deliver the knowledge and skills for practical aspects of projects in sequence. However, learners benefit from learning and teaching that integrates meta-skills with project planning and development. This approach supports learners to engage in reflective practice throughout the project and develops their self-awareness and an appreciation for continuous learning. It also maximises your opportunities to support, coach and mentor learners through their projects.

Examples of meta-skills required by the radio industry

Radio industry-specific professional skills and personal behaviours (meta-skills) include:

Self-management

This meta-skill includes:

- focusing: keeping to a project over a long-term period; remaining focused
- adapting: forward planning; timekeeping; keeping regular records; adapting to changing situations; learning about working on content alone and in small groups
- initiative: generating content; thinking of new ideas; improving ideas
- integrity: creating compliant work; safe and ethical working practices

Social intelligence

This meta-skill includes:

- collaborating: working in a team; directing colleagues; working with contributors; working with advertisers
- communicating: storytelling through audio; working to a brief
- feeling: being receptive to feedback; understanding changes in both audience and technology

Innovation

This meta-skill includes:

- creativity: generating ideas; creating a finished product
- sense-making: researching; prioritising tasks; scripting and storytelling; scheduling
- curiosity: learning about new roles and areas in radio and audio; listening to new and challenging content
- critical thinking: analysing future tasks; evaluating completed tasks and considering improvements

Learning for Sustainability

Context

The UN 2030 Agenda for Sustainable Development, adopted by the UK in 2015, has shaped the development of internal and national sustainability policy. It sets out the [United Nations Sustainable Development Goals](#) (SDGs), which are central to the Scottish Government's [National Performance Framework](#). Learning for Sustainability (LfS) is a commitment to embedding the SDGs in Scottish education.

In line with this, SQA is committed to incorporating the skills, knowledge, understanding and values of LfS within all new and revised qualifications.

LfS combines:

- education for sustainable development (ESD)
- global citizenship
- outdoor learning

ESD is the internationally used term for sustainability education. LfS has a broader remit; however, the terms are largely interchangeable. ESD tends to be used by colleges and universities, while LfS is usually used in schools. Both focus on a broad range of social, economic and environmental themes and approaches across all levels of education. SQA uses LfS as an umbrella term.

LfS is designed to nurture a generation of learners who know the value of the natural world and are committed to the principles of social justice, human rights, global citizenship, democratic participation and living within the ecological limits of the planet. It aims to respond to global challenges by developing learners' skills, knowledge, understanding and values relating to sustainability so they can interact with the world in a socially responsible way.

LfS is more than the sum of its parts; it is about building learners' capacity to deal with the unpredictable challenges facing our rapidly changing world. It encourages transformational change through learning, by which learners are able to critically analyse, communicate and collaborate on complex social, environmental and economic challenges. This gives learners increased confidence, opportunities to develop a range of meta-skills, and enhanced motivation and readiness to learn.

Learning for Sustainability in Next Generation Higher National Qualifications

Next Generation Higher National (NextGen: HN) qualifications have been developed with sustainability as a core component.

All NextGen: HN learners should exit their qualification with:

- a general understanding of sustainability and the SDGs
- an understanding of subject-specific sustainability issues, how these relate to the SDGs, and potential improvements
- the confidence to apply their knowledge and skills in the next stage of their lives

Central to these aims is a need for familiarity with both the SDGs and the concept of sustainability (which is the need to ensure a balance between economic growth, environmental stewardship and social well-being). Knowledge and understanding of current industry practices and behaviours, and consideration of how these could be made more sustainable and contribute towards the SDGs, are integral in developing young people to be responsible and empowered citizens who are able to contribute to building a socially just, sustainable and equitable society.

With this in mind, sustainability is embedded as an outcome in a mandatory project unit.

By completing this outcome, learners develop skills, including the abilities to:

- assess their own knowledge and understanding of sustainability and the SDGs
- review unit content against the SDGs to identify a sustainability-related issue
- apply knowledge and understanding of sustainability and the SDGs to propose improvements

Any of the SDGs can be covered; there are none that are mandatory.

Grading

Please see the Grading Pack for this qualification for more information on grading.

Learners who pass NextGen: HN qualifications receive one of the following grade outcomes for the qualification as a whole:

- Achieved with Distinction
- Achieved with Merit
- Achieved

You assess and judge each learner's performance across the key aspects of the group award to determine their whole qualification grade. You must align judgements with the whole qualification grade descriptors, which are:

Achieved with Distinction

This candidate consistently demonstrates outstanding knowledge, understanding and application of skills. Thinking and working independently to an exceptional standard, they apply excellent judgement and creative problem-solving skills. They achieve or exceed agreed aims by confidently applying an extensive range of meta-skills and working very effectively with colleagues and peers.

Achieved with Merit

This candidate demonstrates an excellent level of knowledge, understanding and application of skills. Thinking and working independently to a high standard, they demonstrate good judgement and effective problem-solving skills. They achieve agreed aims by applying a broad range of meta-skills and working effectively with colleagues and peers.

Achieved

This candidate demonstrates thorough knowledge, understanding and application of skills. They think and work independently and use their judgement to find solutions to problems. They achieve agreed aims by applying a range of meta-skills and working well with colleagues and peers.

Successful learners receive their grade, along with the grade descriptor text, on their commemorative certificate.

In addition, you assess individual units on a pass or fail basis. Each unit has evidence requirements that learners must achieve before you can consider them for whole qualification grading.

You make judgements about learners' quality of assessment evidence using a grading matrix based on important criteria in the qualification.

Grading and meta-skills

Meta-skills are a key part of the NextGen: HN qualifications and learners develop them throughout the group award. Competence in individual meta-skills is not assessed or graded. For example, the qualification does not judge the quality of learners' feeling or creativity, or their specific progress in any given meta-skill.

Rather, it is the process of development the learner goes through that contributes to the whole qualification judgement. This means learners should provide evidence of planning, developing and reflecting on their meta-skills. The grading matrix includes criteria on meta-skills, which you should use to support this judgement. See the NextGen: HN Meta-skills, Outcome and Assessment Guidance document for support with assessing meta-skills.

Grading model for HND Radio

HND Radio develops learners' understanding of the wider radio and audio industry.

The mandatory units develop a range of creative and specialist skills. Learners develop professional practice and behaviours through working on long-running regular radio shows or podcasts. Learners develop the workplace skills and experience needed by employees and freelancers in the radio or audio industry through all mandatory and optional units. They develop academic skills through research, analysis, reflective practice and evaluation.

Selected optional units support the development of the skills and knowledge learners need to meet industry or local requirements and provide the award with flexibility.

The proposed grading is based on a profiling and key competency model which gives a wider picture of the learners' achievements. Learners are graded against the following three criteria: sector-specific; academic; and professional behaviours.

All evidence gathered throughout the delivery of the HND can contribute to the final overall grade.

An SQA certificate containing a grading statement plus a learner profile created by the centre delivery team records the learner's achievements.

The purpose of the grading model is to:

- highlight a learner's strengths in specific competencies required in audio production
- give a more accurate picture of a learner's achievements in relation to the specific aims of the qualification by reflecting relevant skills, knowledge and professional behaviours
- motivate the learner throughout the duration of the academic session
- differentiate learners' levels of achievement for employers and assist entry to higher education

How the group award meets employer needs

This group award is designed in collaboration with employers to meet the sector need. The following tables show how the group award can benefit employers by producing learners with the necessary skill set.

The first table shows how units map to the aims of the group award. The second table shows how the units map to National Occupational Standards and/or trade or professional body requirements. The third table shows the significant opportunities that the group award provides for learners to develop more generic skills and meta-skills. The final table shows the assessment strategy for the group award.

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Mapping group award aims to units

General aims

Key: Aim is relevant to unit (X) Aim is not as relevant to unit (—)

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
J6DV 48	Radio Station Operation	X	x	X	X	X	X	X
J6DX 48	Content Creation	X	X	X	X	X	X	X
J6DW 48	Working in the Radio and Audio Industry	X	X	X	X	X	X	X

Specific aims

Key: Aim is relevant to unit (X) Aim is not as relevant to unit (—)

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
J6DV 48	Radio Station Operation	X	X	X	X	X
J6DX 48	Content Creation	X	X	X	X	—
J6DW 48	Working in the Radio and Audio Industry	X	X	X	X	X

Mapping National Occupational Standards (NOS) and/or trade or professional body requirements to units

Screenskills have developed a wide range of NOS for all occupations across the creative industries. These standards define the skills, knowledge and experience required to work in the various sectors of the creative industries, including radio. The table shows the relationship between the units of the HNC and HND Radio and the relevant NOS. The HN units provide underpinning knowledge and skills, however they do not cover all aspects of the NOS. The Radio NOS were last reviewed in 2018.

Code	Unit title	NOS
J6DV 48	Radio Station Operation	SKSRAC1, SKSRAC31, SKSRAC32, SKSRAC9, SKSRAC11, SKSRAC16, SKSRAC18, SKSRAC19, SKSRAC26, SKSRAC34
J6DX 48	Content Creation	SKSRAC1, SKSRAC31, SKSRAC32, SKSRAC7, SKSRAC6, SKSRAC8, SKSRAC9, SKSRAC11, SKSRAC12, SKSRAC15, SKSRAC18, SKSRAC21, SKSRAC24, SKSRAC34, SKSRAC27, SKSRAC14
J6DW 48	Working in the Radio and Audio Industry	SKSRAC1, SKSRAC31, SKSRAC32, SKSRAC3, SKSRAC9, SKSRAC26

Mapping opportunities to develop meta-skills across the group award

Self-management

Unit code	Unit title	Meta-skills
J6DV 48	Radio Station Operation	<ul style="list-style-type: none"> • Focusing • Integrity • Adapting • Initiative
J6DX 48	Content Creation	<ul style="list-style-type: none"> • Focusing • Integrity • Adapting • Initiative
J6DW 48	Working in the Radio and Audio Industry	<ul style="list-style-type: none"> • Focusing • Integrity • Adapting • Initiative

Social intelligence

Unit code	Unit title	Meta-skills
J6DV 48	Radio Station Operation	<ul style="list-style-type: none"> • Communication • Feeling • Collaborating • Leading
J6DX 48	Content Creation	<ul style="list-style-type: none"> • Communication • Feeling • Collaborating • Leading
J6DW 48	Working in the Radio and Audio Industry	<ul style="list-style-type: none"> • Communication • Feeling • Collaborating • Leading

Innovation

Unit code	Unit title	Meta-skills
J6DV 48	Radio Station Operation	<ul style="list-style-type: none"> • Curiosity • Creativity • Sense-making • Critical thinking
J6DX 48	Content Creation	<ul style="list-style-type: none"> • Curiosity • Creativity • Sense-making • Critical thinking
J6DW 48	Working in the Radio and Audio Industry	<ul style="list-style-type: none"> • Curiosity • Creativity • Sense-making • Critical thinking

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Assessment strategy for the group award

Unit code	Unit title	Assessment method
J6DV 48	Radio Station Operation	Project (open-book)
J6DX 48	Content Creation	Project (open-book)
J6DW 48	Working in the Radio and Audio Industry	Project (open-book)

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Approaches to delivery and assessment

Sequencing or integrating units

The mandatory units and selected optional units are designed to be integrated and delivered through practical project briefs. The structure allows for flexible and multi-disciplinary learning opportunities.

The large mandatory units support a project-based approach, allowing learners to take on a variety of roles as they develop the relevant skills, knowledge and experience.

Centres set their own projects and these may vary in number and size, depending on local needs and selected optional units.

Additional guidance on integrated or holistic assessment

Holistic or integrated assessment focuses on assessing a number of outcomes in a unit together, or in some cases the whole unit, rather than specific outcomes. When assessing a unit of competence holistically, the assessment activities integrate a number of aspects of the competence. Holistic or integrated assessment can reduce the time spent on assessment and can promote greater equity in the assessment process.

When developing or revising a Higher National Qualification, SQA works with a development team to devise an appropriate assessment strategy that accommodates holistic or integrated assessment. However, the practice of integrating units for the purposes of learning and teaching is a centre-led activity.

Units are designed to facilitate holistic or integrated assessment approaches that prevent large, unwieldy instruments of assessment.

Sometimes more than one piece of evidence is needed for a unit. For example, if a unit is about building a wall, a learner would need to produce evidence of performance (following the correct procedures and processes when building the wall) and product (a completed wall).

Evidence requirements must do what they say: specify requirements for evidence of learner competence in the unit(s). The evidence must be of sufficient quality for an assessor or verifier to judge that the learner has achieved the unit(s).

Opportunities for e-assessment

Assessment that is supported by information and communication technology (ICT), such as e-testing or the use of e-portfolios or social software, may be appropriate for some assessments in this unit.

If you want to use e-assessment, you must ensure that you apply the national standard to all evidence and that conditions of assessment (as specified in the evidence requirements) are met, regardless of the mode of gathering evidence.

The units are particularly suitable for learning and teaching approaches that make it possible for learners to document and present suitable assessment evidence as they work. For example, you could encourage learners to create an e-portfolio, write a blog or maintain a learning journal. As an integral part of the learning and teaching process, you could give them guidance on how to structure and organise their material so that they can easily present it for assessment purposes.

Learners can generate evidence for assessment in many ways, including:

- using e-portfolios: embedding or linking media-rich work, such as audio, video and images; encouraging peer review and feedback conversations; opening online platform debate and discussion; documenting projects; keeping learning journals, research diaries and reading logs; self-reflection
- using blogs: embedding or linking media-rich work, such as audio, video and images documenting projects; keeping learning journals and research diaries; online presentations
- using VLEs as collaborative assignment hubs, for example documenting project research; managing events; reflecting on work experience; collaborating in forums
- using social media as interactive assignment hubs, for example documenting projects, keeping research diaries; managing events; reflecting on work experience; collaborating in forums

These methods link learning and teaching methods directly with the generation of formative and summative assessment evidence.

Remediation and re-assessment in Next Generation Higher National Qualifications

Remediation

Remediation allows an assessor to clarify learners' responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, the assessor must formally note such instances, in writing or as a recording, and make them available to the internal and external verifier.

Remediation is not permitted for closed-book assessments.

The size and structure of the larger NextGen: HN units should mean that the assessor or lecturer is close enough to ongoing assessment activity in project-based units to identify the requirement for remediation as it occurs.

Re-assessment

We must give learners who fail the unit a re-assessment opportunity or, in exceptional circumstances, two re-assessment opportunities. Where we have introduced larger units to the framework, we expect instances of re-assessment to be minimal, due to the approach to assessment and remediation. Where re-assessment is required in a project-based unit, a substantially different project must be used.

Resource requirements

Resource requirements must meet current industry practice. You should maintain and exemplify standards regarding equipment, learning spaces, learning materials and your approach to delivery.

Information for centres

Equality and inclusion

The units in this group award are designed to be as fair and as accessible as possible, with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods, or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the [assessment arrangements](#) web page.

Internal and external verification

All instruments of assessment used in this qualification should be internally verified according to your centre's policies and SQA's guidelines.

SQA carries out external verification to ensure that internal assessment meets the national guidelines for this qualification.

Further information on internal and external verification is available in SQA's [Guide to Assessment](#).

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Glossary

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 represents approximately 40 hours of programmed learning, teaching, and assessment.

SCQF: the Scottish Credit and Qualifications Framework (SCQF) provides the national common framework for describing 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.

SCQF credit points: SCQF credit points provide a way of describing and comparing the amount of learning required to complete a qualification at a given level of the framework.

1 National Unit credit is equivalent to 6 SCQF credit points. 1 National Unit credit at Advanced Higher and 1 SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: the level a qualification is assigned in the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and SQA Advanced Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced units are usually at levels 6 to 9 and graded units at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2 to 6 and are usually made up of National Units, which are available from SCQF levels 2 to 7.

Information for learners

HND Radio

This information explains:

- 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
- opportunities for further learning and employment

Group award information

The HND Radio can help you succeed in the fast-moving world of radio and audio production. You gain general knowledge of the context, working practices and organisation of the radio industries while you develop specialist technical and production skills relevant to different radio production roles.

You develop a range of creative and specialist skills, building professional practice through working on long-running regular radio shows or podcasts. You gain the workplace skills and experience you need for employment in the radio or audio industry as an employee or freelancer and you develop academic skills in research, analysis, reflective practice and evaluation.

You are assessed through projects that are based on real-life radio practice. The roles you take on and the projects you create throughout the academic year inform your final grade. You are graded across three competencies: sector specific, academic and professional behaviours.

You work like a professional, making live or 'as-live' programmes and you learn to respond quickly and effectively to problems as they come up while on air. How well you respond to difficult live situations tests you and demonstrates, to you and others, how well you can do the job.

Your programme content is in line with radio industry standards. When you've researched, pitched and produced it, you evaluate it like a professional — what worked, went well, or didn't, and most important of all, why? Would you do anything differently next time? What would you keep the same? Would you change your approach completely or just give it a tweak here and there?

You develop the meta-skills of self-management, social intelligence and innovation, and they help you to respond to professional challenges and opportunities by reflecting on, developing, applying and adapting your industry skills and sector knowledge.

HND Radio prepares you for employment or freelance work at an introductory level in various radio occupations or for further study in higher education.

Employment opportunities in all sectors of the radio industry include:

- BBC radio: content assistant, content producer, scheduling, studio manager, sports assistant, sound assistant, presenter
- commercial radio: presenter, technical operator, sales, marketing, sponsorship and promotions, commercial traffic, music scheduling, producer, online producer, commercial producer, imager
- community radio: station manager, presenter, sales and marketing, journalist
- freelance work: any of the above, podcaster, freelance presenter, voice artist, commercial producer, imager
- independent sector: producer, presenter, manager, compliance, broadcast assistant

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Appendix: support materials

Useful links

At the time of writing, the links in this section can provide a useful addition to your course support materials.

General

[Radio Academy job profiles](#)

[Audio UK](#)

[Learning resources for journalism students — BBC Academy](#)

[Making podcasts: a mini masterclass](#)

X (formerly Twitter)

[The Radio Academy](#)

[Multitrack](#)

Facebook groups

[Sound Women Network](#)

[The Entry Level Audio Network](#)

Freelance work and working in radio and audio

[Working for yourself](#)

[Freelance toolkit](#)

[BBC Academy](#)

[Freelance contacts:](#)

Radio jobs

[Radio today](#)

Audiences

[Radio Joint Audience Research \(RAJAR\)](#)

Regulatory guidelines

[Ofcom](#)

[Broadcasting codes for TV and radio](#)

Health and safety, and risk assessments

Health and Safety Executive (HSE)

[HSE](#)

[Health and safety in the film, theatre and broadcasting industries](#)

Broadcasting, Entertainment, Communications and Theatre Union (BECTU)

[Working environment](#)

[Health and safety law](#)

Work experience

[Risk assessment guidance](#)

Copyright and intellectual property

[Copyright, Designs and Patents Act 1988](#)

Sustainability

[BBC Radio commissioning: Sustainability](#)

Meta-skills

YouTube videos:

[Growth mindset versus fixed mindset](#)

[Mindset by Carol Dweck](#)

[Carol Dweck: developing a growth mindset](#)

CV of failures

[CV of failures: Princeton professor publishes résumé of his career lows](#)

[Johannes Haushofer: CV of failures](#)

[A CV of failures: Melanie Stefan](#)

FutureLearn courses

These are all free but for a limited time only. Here are some useful examples:

[Developing a creative mindset](#)

[Studying and reflecting](#)

[Professional resilience](#)

Reflective practice and journals advice

[Barbara Bassot books](#)

Skills Development Scotland (SDS):

[Meta-skills toolkit](#)

[Meta skills and development resources](#)

Scottish Qualifications Authority (SQA)

[NextGen: HN — Meta-skills](#)

[NextGen: HN — Meta-skills for practitioners](#)

Administrative information

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History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this guide, and check SQA's APS Navigator to ensure you are using the most up-to-date qualification structure.

If a unit is revised:

- no new centres can be approved to offer the previous version of the unit
- centres should only enter learners for the previous version of the unit if they can complete it before its finish date

For further information on SQA's Next Generation Higher National Qualifications please contact nextgen@sqa.org.uk.