

NextGen: HN Grading Models

We are currently developing our NextGen: HN prototype. This involves producing and piloting qualifications to test and challenge our design principles, grading models and related documentation. Through evaluation and feedback from centres, deliverers, stakeholders and learners, we can refine our approaches over time to inform the final model for NextGen: HN qualifications.

All learners are graded as Achieved, Achieved with Merit, or Achieved with Distinction. The following statements appear on the learner's commemorative certificate.

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.

Model 1 — Key competency approach	Model 2 — Holistic approach	Model 3 — Key component approach
<p>What does the grading model do? The grading model enables subject teams to judge the performance of each learner across the key competencies of the qualification, and to decide on an overall qualification grade.</p>	<p>What does the grading model do? The grading model enables subject teams to judge holistically the performance of each learner across the key aspects of the qualification, and to decide on an overall qualification grade.</p>	<p>What does the grading model do? The grading model enables subject teams to judge the performance of each learner over the key components of the qualification, and to decide on an overall qualification grade.</p>
<p>How does the qualification grading model work? Learners work on projects created by their subject teams. Each project is broken down into criteria that span the key competencies. Subject teams create projects to cover all key competencies and all unit requirements during the qualification. Although the number and type of projects can vary, learners should work through a minimum of three projects.</p> <p>Subject teams use a detailed criteria matrix to assess learners' processes and outputs in these set projects. The matrix is based around the key competencies, and covers academic, sector-specific knowledge, skills, and professional behaviours. The matrix maps to the evidence requirements for each unit.</p>	<p>How does the qualification grading model work? Subject teams make qualification grading judgements using a detailed criteria matrix, which covers industry-specific knowledge and skills, and professional behaviours.</p> <p>The grading model allows subject teams to assess holistically the performance of each learner to produce an overall qualification grade.</p> <p>Evidence for qualification grading is drawn from the common core units of the qualification. This is designed to work for subjects that have qualification frameworks with mandatory units in common but a variety of distinct pathways, resulting in distinct HN awards.</p>	<p>How does the qualification grading model work? Subject teams make qualification grading judgements using a detailed criteria matrix. There are distinct criteria for the Professional Practice* unit and for the portfolio. Evidence for grading is drawn from these two components, reflecting the learner's performance across the qualification.</p> <p>Subject teams judge each component as Distinction, Merit or Achieved using criteria or test scores. These component results are combined to produce a provisional qualification grade.</p>

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<p>The learner’s performance in each project will be judged as Distinction, Merit or Achieved.</p> <p>Learners maintain self-reflection accounts. Subject teams record learners’ performance in each project in a learner profile.</p>		
<p>Relationship between units and qualification grading</p> <p>The qualification is worth 120 SCQF credit points (equivalent to 15 SQA credits), and comprises both mandatory and optional units.</p> <p>All mandatory units must be achieved before a grade is awarded. Each unit has evidence requirements that are assessed through a series of projects. This justifies their attainment of the unit and informs the overall qualification grading. Units are resulted pass or fail.</p> <p>Learners can observe and monitor their developing grading profiles, including strengths and challenges that have been identified, as they progress with their projects.</p>	<p>Relationship between units and qualification grading</p> <p>The qualification is worth 120 SCQF credit points (equivalent to 15 SQA credits), and comprises both mandatory and optional units.</p> <p>All units must be achieved before a grade is awarded. Each unit has evidence requirements that are assessed through a series of projects or other means of gathering evidence. Units are resulted pass or fail.</p> <p>Learners can observe and monitor their developing grading profiles, including strengths and challenges that have been identified, throughout the course.</p>	<p>Relationship between units and qualification grading</p> <p>The qualification is worth 120 SCQF credit points (equivalent to 15 SQA credits), and comprises both mandatory and optional units.</p> <p>All units must be achieved before a grade is awarded. Each unit has evidence requirements that are assessed using a variety of approaches appropriate to that unit, including tests and projects. Units are resulted pass or fail.</p> <p>Learners can observe and monitor their developing grading profiles, including strengths and challenges that have been identified, throughout the course.</p>

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<p>Sources of evidence for qualification grading Learners keep their project outputs and self-reflection accounts. Subject teams maintain and monitor learner profiles, which record each learners’ performance in projects throughout the year. At the end of the course, the learner’s qualification grade is based on their learner profile.</p>	<p>Sources of evidence for qualification grading Learners maintain a portfolio of evidence, using a range of sources, including projects, other assessment evidence and self-reflection accounts. At the end of the course, the learner’s qualification grade is based on their portfolio.</p>	<p>Sources of evidence for qualification grading Learners maintain a portfolio of evidence, using a range of sources, including projects, and other assessment evidence, test scores and self-reflection accounts. At the end of the course, the learner’s qualification grade is based on their portfolio, combined with the grade they achieve for the Professional Practice* unit.</p>
<p>Qualification grading process The learner’s achievements across the projects form the basis for the subject team’s judgements on the overall qualification grading. Once the learner profile is complete, subject teams meet to review the learner’s profile and reach a collective judgement on the learner’s overall performance and grade.</p> <p>Subject teams take account of the size and complexity of different projects. In their judgements, they consider at what point in the qualification projects are completed, given that a learner’s performance is likely to improve over the course of the qualification.</p> <p>Subject teams ensure that learner, peer, lecturer, and industry feedback in</p>	<p>Qualification grading process Subject teams can meet at intervals during the qualification to provide interim feedback, but must meet at the end of the qualification to review the learner’s portfolio and reach a collective judgement on the learner’s overall performance and grade.</p> <p>Subject teams take account of the size and complexity of different projects. In their judgements, they consider at what point in the qualification projects are completed, given that a learner’s performance is likely to improve over the course of the qualification.</p> <p>We encourage wider discussions — for example, between subject teams and colleagues from other further education colleges, employers, and training providers</p>	<p>Qualification grading process Subject teams can meet at intervals during the qualification to provide interim feedback, but must meet at the end of qualification to review the learner’s evidence and reach a collective judgement on the learner’s overall performance and grade.</p> <p>Subject teams take account of the size and complexity of different projects. In their judgements, they consider at what point in the qualification projects are completed, given that a learner’s performance is likely to improve over the course of the qualification.</p> <p>We encourage wider discussions — for example, between subject teams and colleagues from other further education colleges, employers, and training providers</p>

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<p>relation to the evidence gathered from projects is also considered.</p> <p>We encourage wider discussions — for example, between subject teams and colleagues from other further education colleges, employers, and training providers delivering the qualification — to ensure grade standardisation across subject networks and the sector.</p>	<p>delivering the qualification — to ensure grade standardisation across subject networks and the sector.</p>	<p>delivering the qualification — to ensure grade standardisation across subject networks and the sector.</p>
<p>Quality Assurance The learner’s qualification grade is moderated through internal quality assurance, with external quality assurance support.</p>	<p>Quality Assurance The learner’s qualification grade is moderated through internal quality assurance, with external quality assurance support.</p>	<p>Quality Assurance The learner’s qualification grade is moderated through internal quality assurance, with external quality assurance support. In addition, SQA moderates provisional grades and awards final grades.</p>
<p>Meta-skills Meta-skills can be developed at all points in the qualification. Learners’ development of meta-skills is formally recognised in a common meta-skills outcome, which sits within a mandatory unit in the qualification framework.</p>	<p>Meta-skills Meta-skills can be developed at all points in the qualification, and the Professional Practice* unit is a particularly significant source of evidence. Learners’ development of meta-skills is formally recognised in a common meta-skills outcome, which sits within a mandatory unit in the qualification framework.</p>	<p>Meta-skills Meta-skills can be developed at all points in the qualification, and the Professional Practice* unit is a particularly significant source of evidence. Learners’ development of meta-skills is formally recognised in a common meta-skills outcome, which sits within a mandatory unit in the qualification framework.</p>

*The Professional Practice unit is a project-based unit that draws on a range of knowledge, skills and behaviours relevant to the qualification as a whole.