



March 2021

Subject guidance for internally assessed qualifications in 2020–21

Please read this document in conjunction with [guidance for the assessment of internally assessed qualifications issued to centres in August 2020](#).

Group award titles:	HNC 3D Design HND 3D Design
Group award codes:	G87V 15 G8F4 16

Introduction

This subject-specific supplementary guidance has been produced to assist centres to deliver the HNC and HND 3D Design and to find ways to mitigate the impact of COVID-19 restrictions. It focuses on supporting achievement of the HNC and HND in 3D Design while maintaining the integrity of the qualification.

Adaptations to evidence requirements to help manage assessment

Higher National Units

Centres can use the flexibilities that were introduced by SQA in August 2020, including integrating assessment and changing closed-book assessments to open-book assessments.

Please refer to the document, [Supporting the delivery, assessment and verification of SQA units, session 2020–21: Information and guidance for centres](#) published in August 2020.

Graded units

The need to complete the assessment of graded units (exam-based and project-based) in HNC, HND and SQA Advanced Qualifications for session 2020–21 was removed, with some exceptions, in November 2020.

Please refer to the document, [Guidance on gathering key evidence for Higher National Graded Units in session 2020–21](#).

These adaptations will help maximise time available for learning and teaching, ensure that the validity and integrity of the HNC and HND 3D Design is maintained and will help to ensure the safety of lecturers and learners.

Summary

This document provides information on the following:

- ◆ guidance on delivery and assessment
- ◆ planning for assessment
- ◆ course planning and timetabling
- ◆ specific group award aims
- ◆ general advice

Delivery and assessment

The qualifications manager and qualifications officer have received feedback from delivering centres regarding the impact, and continuing disruption, caused by the ongoing restrictions.

We are very grateful for the contributions and co-operation of our college colleagues in the production of this guidance. From the discussions, it was clear that all centres delivering 3D Design shared similar issues on how and what can be delivered to new and existing students:

- ◆ timetabling
- ◆ access to colleges and specialist equipment
- ◆ logistics involved in managing student numbers in classroom/studio settings
- ◆ compliance with government guidelines
- ◆ health and safety requirements — both general (ie college-wide) and specific to these qualifications
- ◆ course planning and assessment

Planning for assessment

The following section is a summary of guidance issued by SQA in August 2020. It is necessary for learners to generate evidence that demonstrates that all outcomes of all units have been met. The emphasis is on planning and taking a whole course team approach to implement a combined approach to the collection of evidence generated by the learner. This should result in reducing assessment requirements by addressing duplication or overlapping assessment. Centres can implement the following processes:

- ◆ make use of combined instruments of assessment
- ◆ adaptations to current instruments of assessment

In addition to this the option of free prior verification is available. This was to ensure any combined assessments created or adaptations made by centres would meet the SQA core principles of assessment:

- ◆ valid
- ◆ reliable
- ◆ practicable
- ◆ equitable and fair

This guarantees that the National Standards will be upheld, during the current COVID-19 pandemic.

If a centre has not made use of the free prior verification service then the centre should clearly record all the adaptations made or combined assessments created to any instruments of assessment.

If the above options have not been employed, then the following actions should be taken.

1 Mandatory units:

- ◆ Review unit evidence requirements closely.
- ◆ Review and adapt instrument of assessment.
- ◆ Remember that guidance on delivery assumes studio/college-based delivery and access to resources.
- ◆ Assessors should consider carefully if delivery and assessment can be adapted in the current circumstances to provide opportunity for the candidate to meet the mandatory evidence requirements.

2 Optional units:

- ◆ Review unit evidence requirements closely.
- ◆ Review and adapt instrument of assessment where possible.
- ◆ Where possible swap unit for alternative that is less reliant on access to specialist resources.

3 Remove graded unit to allow for the additional time required to be utilised across all other units within the award.

4 Grade holistically based on all group award course aims: broad, general and specific listed below.

Broad aims of the group awards

All HNCs and HNDs have a range of broad aims that are generally applicable to all equivalent higher education qualifications.

- ◆ developing knowledge and skills — planning, analysis and synthesising
- ◆ developing skills for employment and enhancing employment prospects
- ◆ enabling progression in the Scottish Credit and Qualifications Framework (SCQF)
- ◆ developing study and research skills
- ◆ developing options to permit an element of vocational specialisation
- ◆ preparing candidates for progression to further studies in specific subjects or related disciplines

General aims of the group awards

The HNC and HND in 3D Design share the following list of general aims:

- 1 develop a range of contemporary vocational skills
- 2 prepare candidates for employment
- 3 develop specialist technical skills and knowledge
- 4 conduct independent project work involving the integration
- 5 application of a variety of skills within a determined time scale
- 6 develop options to permit an element of vocational specialism
- 7 develop critical and evaluative thinking
- 8 develop problem solving
- 9 develop the ability to manage and absorb large amounts of information
- 10 develop communication skills and presentation techniques
- 11 develop the ability to be flexible and to work co-operatively with others
- 12 develop personal effectiveness
- 13 develop the ability to take responsibility for one's own learning
- 14 develop study and research skills
- 15 develop skills in IT
- 16 develop current employment skills and expertise
- 17 provide opportunities for career planning
- 18 enhance employment prospects for candidates undertaking the course(s)
- 19 enable progression within the SCQF including progression to higher education

Specific aims of the group awards

The subject-specific related aims of both the HNC and HND are to demonstrate:

- 1 a fluency in drawing — the language of the designer
- 2 an understanding of design as a problem-solving activity
- 3 the ability to research and synthesise information relevant to the design activity
- 4 experience of various scenarios within design projects
- 5 confidence to explore a range of solutions
- 6 an ability to research and synthesise information relevant to the design activity
- 7 an ability to arrive at and evaluate design proposals
- 8 a knowledge of the stages of developing design solutions from conception to final production drawings/3D work
- 9 proficiency in the production of design drawings/3D work
- 10 proficiency in IT skills in specialist software
- 11 the skills of professional presentation of design work, including visual, oral and written material
- 12 the skills to make well-reasoned evaluation of design work
- 13 an understanding of the links between creativity and drawing
- 14 an ability to time-manage
- 15 an understanding of the significance of health and safety

All holistic approaches to assessment being taken should be recorded in a matrix-style format, which clearly maps each unit to its corresponding group award course aim.

Course planning and timetabling

The general guidance provides detailed information on this. However, in addition, consideration should be given to the potential impact of delivering individual units over two years. This may affect learners who may be unable or choose not to continue after year 1. It is, therefore, important that all learners have the opportunity to meet the conditions of award for the HNC. Ensuring that all mandatory units for the HNC are delivered is essential when planning for year 1 of the HND.

General advice

Where reference has been made to specific commercial software, by the centre, alternatives should be sought that are available to all.

If you have any questions, please contact qualification.development@sqa.org.uk.

This guidance will be updated as required on an ongoing basis.