



August 2021

Subject guidance for internally assessed qualifications in 2021–22

Please read this document in conjunction with guidance for the assessment of internally assessed qualifications issued to centres in August 2021.

Group award titles:	HND Media and Communication
Group award codes:	GR4D 16

Units and/or outcomes where conditions of assessment can or cannot be altered

All units should be completed following local authority guidance.

The mandatory units and optional units should be completed as set out in the unit specifications. Where this is not possible, the guidance below explains adaptations to assessment for some optional units.

Higher National Units

Centres can use the flexibilities that were introduced by SQA in August 2021, 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 2021–22: Information and guidance for centres* published in August 2021.

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 2021–22 was removed.

Please refer to the document, *Guidance on gathering key evidence for Higher National Graded Units in session 2021–22*.

Key extracts from documentation follow to help with grading.

Specific aims for HND

- 1 Develop and extend core and specialist competences
- 2 Develop specialised personal, interpersonal and networking skills
- 3 Enhance the ability to exercise autonomy and initiative in a range of activities and contexts
- 4 Develop the ability to think strategically in creative contexts
- 5 Increase understanding of issues in the creative economy including ethical, legal and regulatory considerations
- 6 Develop responsiveness to the needs of audiences and outlets
- 7 Prepare for progression to further study or work in the creative economy, vocational and educational contexts

Mapping of qualification aims to units

Code	Unit title	Aims						
		1	2	3	4	5	6	7
J2JX 35	Applying Interpersonal Communication Theory	x	x	x	x	x	x	x
J2JR 34	Analysing and Delivering Complex Oral Presentations	x	x				x	x
J2JL 34	Promoting and Pitching	x	x	x	x	x	x	x
J3SF 35	Communication: Social Media Advanced	x	x	x	x	x	x	x
J2HH 34	Editing and Proofreading Text	x	x	x			x	x
J4DX 34	Graded Unit 1	x	x	x	x	x	x	x
J4DY 35	Graded Unit 2	x	x	x	x	x	x	x
J3W3 35	Interviewing Skills	x	x	x			x	x
J2LD 34	Introduction to Working in the Creative Economy	x	x	x		x	x	x
J3J2 34	Law and the Media	x	x	x		x	x	x
J1NC 34	Research Skills	x	x	x	x		x	x
J1S4 34	Writing for the Media	x	x	x		x	x	x
J1S3 35	Writing for the Media: Advanced	x	x	x		x	x	x

Grading of HND learners should be based on a holistic view of evidence throughout the academic session from the other *contributing or mandatory units in the group award, in line with the principal aims of the qualification.

*Contributing units are listed under the 'recommended entry' or 'recommended prior knowledge and skills' section within the graded unit specification. Mandatory units in the group award should be referred to if the graded unit specification does not specify contributing units.

In the case of the HND Media and Communication the contributing units are:

- ◆ Applying Interpersonal and Communication Theory (J2JX 35)
- ◆ Analysing and Delivering Complex Oral Presentations (J2JR 34)
- ◆ Promoting and Pitching (J2JL 35)
- ◆ Communication: Social Media Advanced (J3W5 35)
- ◆ Editing and Proofreading Text (J2HH 34)
- ◆ Graded Unit 1 (J4DX 34)
- ◆ Interviewing Skills (J3W3 35)
- ◆ Introduction to Working in the Creative Economy (J2LD 34)
- ◆ Law and the Media (J3J2 34)
- ◆ Research Skills (J1NC 34)
- ◆ Writing for the Media (J1S4 34)
- ◆ Writing for the Media: Advanced (J1S3 35)

This approach to grading will provide national standardisation in session 2021–22.

Additional units deemed to provide strong grading evidence can be considered if they can be linked to the principal aims. However, the focus for making an assessment decision and final grade should be based on the guidelines issued in the document *Guidance on gathering key evidence for Higher National graded units in session 2021–22*.

Adaptations to evidence requirements to help manage assessment

Rationale

The following adaptations to evidence requirements will alleviate issues in completing practical work and help maximise time available for learning and teaching. These modifications ensure that the validity and integrity of the course is maintained and help to ensure the safety of lecturers and learners.

Audio Visual Techniques for Multimedia Applications (DE2T 34)

Outcomes 1 and 2

Where access to specialist equipment is limited, learners can use mobile phone camera apps.

In terms of sound quality, a smartphone with built-in microphones would suffice and would mean that no additional hardware is required.

Video Production 2: Making a Video Programme (D7XR 35)

Video conferencing, such as Microsoft Teams or Zoom, can be used as a communication tool for production meetings and directing the crew and contributors.

Where access to specialist equipment is limited, learners can use mobile phone apps to demonstrate an understanding of camera controls and functions to achieve creative visual control.

The duration of 8 minutes can be reduced as professional judgement can be used to assess the quality and complexity of the edit.

Radio Music Programme Production (H9DX 34)

Outcome 1

Video conferencing, such as Microsoft Teams or Zoom, can be used as a communication tool for production meetings, working as a team, and assessing 'as live' recordings.

Where access to specialist software is limited, learners can use alternative (free) software that has been agreed with their lecturer/assessor.

Radio Production 1: Analysing and Producing Radio Programmes (D7M2 34)

Outcome 2

Video conferencing, such as Microsoft Teams or Zoom, can be used as a communication tool for production meetings, working as a team, and assessing 'as live' recordings.

Where access to specialist software is limited, learners can use alternative (free) software that has been agreed with their lecturer/assessor.

Sound quality is assessed in terms of consistency of levels, effective editing and no more than 3 seconds of dead air.

Radio Production 2: Producing Programmes in a Range of Styles (D7XP 35)

Outcomes 1 and 2

Video conferencing, such as Microsoft Teams or Zoom, can be used as a communication tool for production meetings, working as a team, and assessing 'as live' recordings.

Where access to specialist software is limited, learners can use alternative (free) software that has been agreed with their lecturer/assessor.

Learners will have been able to demonstrate the relevant skills of producing, presenting, recording, and editing across a variety of programmes.

Camera: An Introduction (H4A3 34)

Where access to specialist equipment is limited, learners can use mobile phone apps to demonstrate an understanding of camera controls and functions to achieve creative visual control.

Digital Journalism (J121 35)

Outcome 1

The unit does not specify who should be interviewed. Learners could interview a family member or someone in their bubble, perhaps about lockdown or other COVID-related issues. Other news items can be covered, for example the recent snowfall or businesses closing down.

Learners can carry out interviews using video conferencing (Zoom or Microsoft Teams, for example) and include videos of these interviews in their packages.

Learners could take cut-away shots when they are out for their daily exercise or if they have to go out to their workplace.

An interview must show the interviewee and should not just be an audio interview.

If using video conferencing is not possible, learners can email questions to their contributor, who could record a video of themselves answering. The contributor must be visible on the video recording. The contributor could use email or a file-sharing site to send their video to the learner.

Photography

Access to equipment

Access to technical equipment will be problematic for many learners. To enhance flexibility, learners can use smart phone and/or tablet cameras and their associated apps in place of DSLR cameras .

If learners are unable to access a photography studio due to COVID-19 restrictions, alternative space and/or equipment can be used. For example, a studio flash can be replaced with domestic lighting. Also, a simple studio space can be replicated at home if necessary. Further advice on alternatives will be available shortly.

Printing images

A key challenge for all learners will be access to printing facilities. Access to college printing facilities is likely to be limited and many commercial printers may be closed or unavailable. Producing a professionally printed portfolio will, therefore, be problematic if not impossible for many learners in session 2021–22. Some learners may have printers at home (but this is unlikely to be the case for all) and the quality of printers will vary.

Set against this context, digitally produced images, online presentations and online portfolios will be acceptable.

Photography: Portraiture (H1LK 34)

Outcome 1 can be delivered offsite using a virtual learning environment and lecturer online support.

Outcome 2 can be delivered offsite using a virtual learning environment and lecturer online support. Controlled light does **not** need to be studio based.

Outcomes 2 and 3 require learners to produce and present a range of portraits of individuals in a studio setting. The Qualifications Support Team confirmed that this is a very flexible unit and that a 'studio' can be set up in any suitable space. Requirements for social distancing and hygiene must be observed at all times. Greater clarity is needed on the use of 'controlled lighting' in this context. The use of reflectors, flags etc outwith a formal studio

setting is allowed. Further information on this is being developed and will be issued once it is complete.

It is acceptable for the subjects of the images to include:

- ◆ family members living with the learner
- ◆ members of a 'social bubble'
- ◆ other learners (where class contact is possible)

Outcome 3 can be delivered offsite using a virtual learning environment and lecturer online support.

For outcome 3, the presentation may be in a variety of formats, including:

- ◆ digital
- ◆ live-streamed
- ◆ recorded

Photography: Documentary (DW82 35)

All outcomes can be delivered offsite using a virtual learning environment and lecturer online support.

Work Placement (HJ4W 34)

Please refer to the subject guidance for internally-assessed qualifications in 2021–22 web page for additional guidance.

Additional guidance and information

If your centre would like to move to a combined assessment approach or adapt the conditions of assessment, please contact operationshqv@sqa.org.uk. Our subject experts can provide virtual guidance and support at the planning stage.

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