

NextGen: HN educator guide

HND Administration Management and Digital Business Technologies

Qualification code: GFXU 48

Valid from: August 2026

This guide provides information about the Higher National Diploma (HND) to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the HND.

You must read it alongside the grading pack.

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Purpose of the qualification

HND Administration Management and Digital Business Technologies gives learners the advanced skills, knowledge and understanding necessary to support the leadership and management of people and management of digital information in the workplace. Learners also develop vital knowledge and skills in researching, analysing and evaluating information to use in businesses.

The qualification:

- introduces learners to the core responsibilities of an office manager in a modern business environment
- builds on an intermediate level of digital skills towards an advanced level of business software use
- prepares learners for success in current and future roles such as:
 - office manager
 - executive assistant
 - digital project delivery co-ordinator
 - service delivery co-ordinator
- provides a strong foundation to progress to further study in business management

Structure

Higher National Diplomas (HNDs) are at SCQF level 8 and are made of 120 SCQF credit points (15 Qualifications Scotland credits). HNDs must incorporate at least 80 SCQF credits (10 Qualifications Scotland credits) at SCQF level 8.

Framework

The HND is made up of mandatory, mandatory optional and optional units. Learners must complete:

- **all three mandatory units** (10 Qualifications Scotland credits)
- **at least one mandatory optional unit** (minimum of 1, maximum of 5 Qualifications Scotland credits)
- **any remaining credits from the optional units** (minimum of 0, maximum of 4 Qualifications Scotland credits)

Mandatory units

Unit code	Unit title	Qualifications Scotland credits	SCQF credit points	SCQF level
JO3Z 48	Advanced Administration Software Applications	5	40	8
JT3S 48	Leading Projects and People Through Change	4	32	8
J82R 47	Research Skills	1	8	7

Mandatory optional units

Unit code	Unit title	Qualifications Scotland credits	SCQF credit points	SCQF level
J6CA 48	Artificial Intelligence	2	16	8
J6C9 48	Agile Project Management	1	8	8
JNI3 48	Human Resource Management: Employee Relationship Management	1	8	8
JMOB 48	Managing Business Culture and Strategy	2	16	8
JF40 48	Social Media for Business	2	16	8

Optional units

Unit code	Unit title	Qualifications Scotland credits	SCQF credit points	SCQF level
J89F 47	Business Structures and Organisational Culture	1	8	7
J9GA 47	Business Management: An Introduction	1	8	7
J89G 47	Leadership and Management in Business	1	8	7
J89C 47	Economics: An Introduction	1	8	7
J9FF 47	Marketing: An Introduction	1	8	7

Aims of the qualification

General aims

1. Develop knowledge and skills in planning, implementing, analysing and evaluating.
2. Develop vocational skills aligned with National Occupational Standards (NOS) and other professional body requirements to enhance learners' employment prospects.
3. Enable progression within the Scottish Credit and Qualifications Framework (SCQF).
4. Develop study and research skills.
5. Provide academic stimulus and challenge and foster an enjoyment of the subject.
6. Develop meta-skills that complement technical and professional knowledge and skills.
7. Develop Learning for Sustainability skills, knowledge, understanding and values.

Specific aims

1. Develop a range of specialist information technology skills.
2. Develop project management, research and planning skills.
3. Prepare learners for employment in a senior administrative or manager role.
4. Prepare learners to progress to further study.
5. Develop critical and evaluative thinking.
6. Develop an awareness of professional issues such as legal, data management and ethical considerations.
7. Develop the ability to work flexibly and co-operatively with others.

Who is this qualification for?

This qualification is suitable for learners interested in:

- a career in leading and/or managing the administration function of a business
- opportunities in related entry-level leadership and management roles
- continuing professional development to help them progress from mid-level administrative roles to positions with greater complexity and elements of management, supervision or leadership

Learners are likely to be:

- school leavers
- adult returners to education
- looking:
 - for a change in career
 - to get a promotion
 - to re-enter the profession
- unemployed or on a career break and looking to improve career prospects

Entry to this qualification is at your centre's discretion. However, we recommend that learners have one or more of the following:

- HNC Administration and Digital Business Technologies
- two relevant Highers at C or above and two National 5s
- Scottish Vocational Qualification (SVQ) Business and Administration at SCQF level 6 or SCQF level 8
- other relevant administration qualifications or units at SCQF level 6 or above
- recent, relevant industry experience in an administration role, including a good knowledge and understanding of relevant IT packages

Recognising prior learning

Qualifications Scotland recognises that learners gain knowledge and skills through formal, non-formal and informal learning contexts. Formal learning is learning certificated by a recognised awarding or professional body. Non-formal learning includes learning such as employers' in-house training courses. Informal learning is learning based on experience from a variety of environments that is not formally assessed.

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

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

Articulation and progression

Learners who complete this qualification could go on to:

- further study, employment and/or training
- study SCQF level 8 (and above) qualifications in administration, business, management or related areas
- start a related university degree at year 2 or year 3
- study professional qualifications
- employment at a senior administrative, manager or supervisor level
- get a promotion to senior administrative, manager or supervisor roles

Credit transfer arrangements

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

Recommended Core Skills entry profile

Learners should have the following Core Skills at the stated SCQF levels before starting this qualification. This information can help identify learners who may need additional support.

Core Skill	Recommended SCQF entry profile
Communication	Level 6
Numeracy	Level 6
Information and Communication Technology (ICT)	Level 6
Problem Solving	Level 6
Working with Others	Level 6

How the qualification meets employer and higher education institution needs

This qualification is designed in collaboration with employers, higher education institutions (HEIs), practitioners and professional bodies to meet the sector need.

The following tables show how the qualification can benefit employers and HEIs by equipping learners with the necessary skill set:

- Table 1 shows how units map to the aims of the qualification.
- Table 2 shows how the units map to National Occupational Standards (NOS).
- Table 3 shows the assessment strategy for the qualification.

Table 1: mapping qualification aims to units

Key: aim is directly relevant to unit (X)

Unit code	Unit title	General aim
JO3Z 48	Advanced Administration Software Applications	1, 2, 3, 4, 5 and 7
JT3S 48	Leading Projects and People Through Change	1, 2, 3, 4, 5, 6 and 7
J82R 47	Research Skills	1, 3, 4, 5 and 7

Table 2: mapping National Occupational Standards (NOS)

Unit code	Unit title	NOS code
JO3Z 48	Advanced Administration Software Applications	CFABAA627, CFABAF174, CFAM&LEC5, CFABAA119, CFABAG128, CFABAA616, INSBA013, CFABAD322, CFABAA617, ESKIBD3, TECHDUPP2, TECHDUSS1, TECHDUSS2, ESKIWS3
JT3S 48	Leading Projects and People Through Change	CFABAA627, CFABAF174, CFAM&LEC5, CFABAA113, CFABAG124, CFABAG128, CFABAH121, CFABAH122, CFAPRE009, CFAM&LBA2, CFAM&LCA2, CFAM&LCA4, CFAM&LEC3, CFAM&LFA3, CFAM&LFA5, CFABAA122, CFABAA122, CFAM&LDB1, CFAM&LDD3, CFAM&LEB1, CFAM&LEC4
J83R 47	Research Skills	CFABAD322, INSBA021

The information provided is not exhaustive.

The HN units in the table include knowledge evidence relevant to the corresponding Business and Administration NOS.

Learners doing SVQs collect and submit evidence from their own work. So, in terms of mapping evidence from SVQ to HND, this is primarily for the knowledge criteria, rather than performance criteria. Learners can use SVQ evidence collected in their workplace for the HND if it meets the evidence requirements of the HND unit, including the assessment conditions.

Detailed criteria are available in the SVQ Business and Administration Assessment Strategy on our [SVQ Business and Administration SCQF level 5, 6, 8](#) webpage.

Table 3: assessment strategy for the qualification

Mandatory units

Unit code	Unit title	Assessment method
JO3Z 48	Advanced Administration Software Applications	• open-book integrated project
JT3S 48	Leading Projects and People Through Change	• open-book integrated project or projects, or case study or studies
J82R 47	Research Skills	• plan and carry out a research investigation • written report of 1000 to 1500 words, or verbal presentation of 10 to 12 minutes

Mandatory optional units

Unit code	Unit title	Assessment method
J6CA 48	Artificial Intelligence	• digital portfolio based on applying software and questioning

Unit code	Unit title	Assessment method
J6C9 48	Agile Project Management	digital portfolio based on projects, practical tasks and questioning
JNI3 48	Human Resource Management: Employee Relations Management	investigation or case study and written report or presentation
JMOB 48	Managing Business Culture and Strategy	open-book essay, report, investigation, case study and/or questioning
JF40 48	Social Media for Business	open-book essay, report, investigation, case study and/or questioning

Meta-skills

Every NextGen: HN Qualification gives learners the opportunity to develop meta-skills.

Meta-skills are transferable behaviours and abilities that help people to adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation. Each of these is made up of four meta-skills and a number of sub-skills.

- Self-management — focusing, integrity, adapting, initiative
- Social intelligence — communicating, feeling, collaborating, leading
- Innovation — curiosity, creativity, sense-making, critical thinking

From early in the qualification, we want learners to identify and understand the meta-skills they can develop, and to appreciate the personal and professional value of these skills. We want to support learners to continue to articulate, use and build on them long after they have achieved their qualification. In this way, we help learners to develop broad skills profiles, enabling them to thrive in a changing world.

Every NextGen: HN unit signposts opportunities for learners to develop meta-skills, and there is an assessed outcome in one of the mandatory units. When you make your whole-qualification grade decisions, you consider learners' commitment to engaging with meta-skills development.

You do not assess learners on their competence or progress in individual meta-skills. Instead, you assess them on evidence that they have engaged with a personal process of development. Meta-skills development is founded on a clear process of self-assessment, goal setting, action planning and reflective practice.

You can find meta-skills teaching, learning and assessment resources on [our meta-skills web page](#).

Meta-skills in HND Administration Management and Digital Business Technologies

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

Self-management

- focusing:
 - accuracy and attention to detail
 - being concise in communications
 - using systems and technology effectively
 - planning and organising work
- integrity:
 - self-awareness and sense of responsibility
 - positive work ethic
 - goal-orientated over self-oriented
 - reliability and consistency
- adapting:
 - willingness to learn and critically reflect
 - openness to feedback and guidance
 - resilience and working under pressure
 - prioritising to manage and meet deadlines
- initiative:
 - independent problem solving
 - taking responsibility for own work without sign-off
 - self-promotion and articulating ideas
 - looking for opportunities

Social intelligence

- communicating:
 - verbalising messages clearly and concisely
 - active listening skills
 - conveying information in written and graphical form
 - crafting messages for different audiences and situations
- feeling:
 - showing empathy
 - following etiquette
 - considering own and others' feelings and perspectives
 - reflecting on experiences to continuously improve
- collaborating:
 - understanding role of self and others
 - identifying opportunities to co-operate and add value
 - prioritising team objectives over self interest
 - being open to change
- leading:
 - setting positive examples
 - taking appropriate responsibility
 - providing clear vision and goals to colleagues
 - offering positive reinforcement and support to colleagues

Innovation

- curiosity:
 - regularly questioning practice and processes
 - being interested in detail and finding out why
 - applying a range of methods to finding information
 - questioning simple statements or generalisations
- creativity:
 - coming up with solutions to problems
 - visualising new possibilities
 - engaging and effective storytelling
 - using technology to enhance messaging, problem solving or creating new things
- sense-making:
 - deconstructing and reconstructing processes
 - analysing data and information
 - thinking strategically
 - making decisions on rational, objective thinking and evidence
- critical thinking:
 - evaluating the performance of processes and projects
 - challenging statements and claims that lack evidence
 - comparing statements with experience and evidence
 - continually looking for ways to make improvement

Learning for Sustainability

Context

The United Nations (UN) 2030 Agenda for Sustainable Development, adopted by the UK in 2015, has shaped the development of Scottish, national and international sustainability policy. It sets out the [UN 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.

LfS embraces global citizenship, sustainable development, social justice, human rights, climate change, biodiversity loss, equality and inclusion. Learners develop their capacity to deal with the unpredictable social, economic and environmental challenges facing our rapidly changing world.

LfS combines:

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

ESD is the internationally used term for sustainability education. Although LfS has a broader remit, the terms are largely interchangeable. Colleges and universities tend to use ESD, while schools usually use LfS. Both focus on a broad range of social, economic and environmental themes and approaches across all levels of education. Qualifications Scotland uses LfS as an umbrella term.

Learning for Sustainability in NextGen: HN Qualifications

Sustainability is a core component in this qualification.

Learners who complete this qualification should have:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the SDGs
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Sustainability is embedded as an outcome in the Leading Projects and People Through Change unit.

Learners who complete this outcome can:

- 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
- explore how digital tools can support sustainable business practices, such as:
 - reducing resource use through automation
 - improving efficiency in information management
 - applying ethical approaches to data handling
- recognise the role of technology in contributing to wider organisational sustainability goals and responsible decision making

You can cover any of the SDGs that are relevant to the subject area.

Find out more about Qualifications Scotland's approach on the [NextGen: HN Learning for Sustainability web page](#). There is an LfS reflective template available in the resources section. You may find it helpful as a starting point for considering how the SDGs are, or could be, embedded in a qualification, unit or assessment.

Grading

Please see the grading pack for this qualification for more information on making grade judgements.

Grading in NextGen: HN Qualifications produces a valid and reliable record of a learner's level of achievement across the breadth of the qualification content.

As well as grading the whole qualification, 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.

Whole-qualification grade outcomes

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

To determine a learner's whole-qualification grade, you use the grading matrix provided in the grading pack to assess and judge their performance across the key aspects of the HND. You must align your judgements with the following whole-qualification grade descriptors.

Whole-qualification grade descriptors

Achieved with Distinction

The learner has achieved an excellent standard across the course content, going significantly beyond meeting the qualification requirements. They showed a comprehensive knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete high-quality work. They engaged significantly with the process of developing their meta-skills in the context of their HN Qualification.

Achieved with Merit

The learner has achieved a very good standard across the course content, going beyond meeting the qualification requirements. They showed a very good knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete work of a standard above that expected for an Achieved grade. They actively engaged with the process of developing their meta-skills in the context of their HN Qualification.

Achieved

The learner has achieved a good standard across the course content, credibly meeting the qualification requirements. They showed a good knowledge and understanding of course concepts and principles, and used them to apply skills to complete work of the required standard. They engaged with the process of developing their meta-skills in the context of their HN Qualification.

Approaches to delivery and assessment

Sequencing or integrating units

The HND is designed to integrate themes and topics. This means you can integrate learning and assessment of the units in a meaningful way by reflecting real-world and professional practice.

Opportunities for e-assessment

All three mandatory units assess the use and application of digital software, including well-established office applications such as spreadsheets and word-processing software, as well as more specialist applications such as blogs, social media and cloud-based meeting applications.

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, assessing the unit as a whole, rather than by outcome. 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 NextGen: HN Qualification, Qualifications Scotland 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 assessments.

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

Remediation and re-assessment in NextGen: HN

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

Learners need access to software including word processing, spreadsheet, database, presentation, and various project management software functionality.

Information for centres

Equality and inclusion

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

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

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

Internal and external verification

You must make sure all assessment methods you use in this qualification are internally verified according to your centre's policies and Qualifications Scotland's guidelines. Information on how to request prior verification for your assessment from Qualifications Scotland is available on our [prior verification web page](#).

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

More information on internal and external verification is available in our [Guide to Assessment](#) and in [NextGen: HN Quality Assurance — Guidance for Centres](#).

Glossary

Qualifications Scotland credits: 1 Qualifications Scotland credit equals 8 SCQF credit points.

Qualifications Scotland credit value indicates the contribution the unit makes to a Qualifications Scotland qualification. A Qualifications Scotland credit value of 1 represents approximately 40 hours of learning, teaching and assessment.

SCQF: the Scottish Credit and Qualifications Framework (SCQF) is Scotland's national framework for describing qualifications. We use SCQF terminology in this guide to refer to credits and levels. [For more information on the SCQF, visit the SCQF website.](#)

SCQF credit points indicate the amount of learning required to complete a qualification. NextGen HNCs and HNDs are worth 120 SCQF credit points.

SCQF levels indicate how hard the qualification is to achieve. The SCQF covers 12 levels of learning. NextGen HNCs are at SCQF level 7 and NextGen HNDs are at SCQF level 8.

Information for learners

HND Administration Management and Digital Business Technologies

This information explains:

- what the qualification is about
- what you should know or be able to do before you start
- what you need to do during the qualification
- opportunities for further learning and employment

Qualification information

The administrative function is vital for businesses to operate efficiently and successfully in all industries and sectors of the economy. HND Administration Management and Digital Business Technologies gives you practical competence and knowledge to lead and manage in modern business environments.

This HND prepares you to be successful in the business environment by combining interpersonal, organisational, leadership and meta-skills with strategic knowledge of business technologies. The content of the HND reflects the organisational, interpersonal, collaborative and leadership competencies, along with the digital knowledge and skills.

Typical entry requirements can include:

- HNC Administration and Digital Business Technologies
- two relevant Highers at C or above and two National 5s
- Scottish Vocational Qualification (SVQ) Business and Administration at SCQF level 6 or SCQF level 8
- other relevant administration qualifications or units at SCQF level 6 or above
- recent, relevant industry experience in an administration role, including a good knowledge and understanding of relevant IT packages

What you do during the unit

Develop your leadership and management knowledge and skills

The HND provides you with a comprehensive understanding of the core responsibilities of an office manager in leading projects and people through change. It emphasises applying theory to practical, real-world scenarios. You:

- explain strategic, tactical and operational decision making and produce a project plan and operational plan
- analyse the office manager's role in operational planning and employee support during organisational change
- understand effective and sustainable teamwork
- explain the role of the office manager in managing a small project
- develop meta-skills in a vocational and academic context

Develop your digital technologies knowledge and skills

The HND deepens your theoretical understanding and improves your practical skills in using a range of business software tools. You strengthen your problem-solving skills in a digital environment by identifying issues, evaluating scenarios, and implementing effective, evidence-based solutions. You learn to apply critical thinking and evidence-based strategies to confidently resolve challenges.

Key content areas

Advanced Administration Software Applications unit

Leadership and organisational	Digital technology	Personal and collaborative
• project management • planning and scheduling work	• advanced word-processing software	• developing work plans • developing a brief

Leadership and organisational	Digital technology	Personal and collaborative
- managing and allocating resources - assessing and managing risks - managing data protection protocols - designing and organising digital documents and solutions - evaluating performance and outcomes for continuous improvement	- advanced spreadsheet software - design and update databases - advanced presentation software - use project management software	- providing leadership and direction - designing solutions - analysing performance and progress - reporting information professionally - communication

Leading Projects and People Through Change unit

Leadership and organisational	Personal and collaborative
- levels of decision making - strengthens, weakness, opportunities and threats (SWOT) analysis - role and responsibilities of the office manager - role of the office manager in a project - role of the team leader - budget control - operational planning - goal and objective setting - monitoring and managing performance - managing organisational change - motivational theories for teamwork	- interpersonal skills supporting teamwork and management - personality and behavioural frameworks in establishing teams - behavioural patterns, challenges and characteristics associated with each stage of development - providing clarity of purpose, scope and objectives - delivering plans and objectives on time - providing feedback - reflect on own performance - meta-skills

Digital technology: using digital technology in one or more platforms.

Research Skills unit

Academic	Personal and collaborative
• writing a research purpose and objectives • applying research methods • primary and secondary information sources • compiling key research questions and metrics • statistical concepts and methods of analysing and evaluating data • understanding and measuring qualitative and quantitative data • sampling techniques • management of data • using analysis and evaluation to reach conclusions • reporting on research findings • referencing sources	• defining goals and objectives • planning work and activity • ethical considerations • scheduling milestones and deadlines • managing and tracking own progress • using creativity and problem solving to acquire and filter information • using creativity, language and communication skills to report findings clearly, coherently, accurately and professionally • meta-skills

Digital technology: using a wide range of digital sources and platforms to carry out research.

Assessment

During the qualification, you are assessed holistically across each unit by a range of methods, which could include:

- projects
- open-book assignments
- practical research and investigation
- presentations
- designing digital solutions

Once you complete the HND, you are awarded one of the overall qualification grades:

- Achieved
- Achieved with Merit
- Achieved with Distinction

Your qualification grade is based on your performance in the three mandatory units.

Meta-skills

You develop a range of meta-skills throughout each unit. These are:

- self-management — focusing, integrity, adapting, initiative
- social intelligence — communicating, feeling, collaborating, leading
- innovation — curiosity, creativity, sense-making, critical thinking

You are not expected to cover all meta-skills in your assessment activities and evidence, although you may use most of them in your learning and assessment work. Instead, you reflect on the areas you think your individual strengths and weaknesses are in, and identify a few to focus on improving and developing.

You are not assessed or graded on your competence or progress in individual meta-skills. Instead, you are assessed on the process of meta-skills development you go through. This means you need to provide evidence of planning, developing and reflecting on your own meta-skills.

The meta-skills outcome in the Leading Projects and People Through Change unit defines what meta-skills evidence you need to produce. Meta-skills cannot be assessed in isolation — they have to be applied in a particular context. For example, you might be focused on something, communicating, being curious, or creating something. This means how you apply meta-skills during the other outcome assessments provides evidence of the meta-skills outcome and units. This is known as ‘holistic assessment’.

Further learning and employment

HND Administration Management and Digital Business Technologies prepares you to progress into employment in a range of administrative roles and supervisory positions. You can also progress to other qualifications at SCQF level 8 or above, or advanced entry to a university degree, or other degree-level study.

Entry to these qualifications is at the discretion of the colleges, centres or universities delivering them.

The following examples are common progression routes, but there are others too.

Progression to employment	Progression to other qualifications
• office manager • executive assistant • digital project delivery co-ordinator • digital services co-ordinator • senior administrator • administration officer • HR administrator • service delivery manager • team leader • marketing officer • events officer • digital services leader	• Bachelor of Arts (BA) Degree in Business, year 1 or • BA Degree in Business, year 2 • other degree year 1 or 2 • PDAs in management at SCQF 8 • Chartered Management Institute (CMI) Professional Management and Leadership Practice (Level 6) • Institute of Leadership and Management (ILM) Level 6 Award, Certificate or Diploma Leadership and Management

Administrative information

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History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

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 more information on NextGen: HN Qualifications please visit the [NextGen: HN web page](#).

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