

# Next Generation Higher National Grading Pack

## Higher National Diploma in Radio

**Group award code** GT6F 48

**Valid from** session 2024–2025

**Prototype grading pack for use in pilot delivery only  
(version 0.1) June 2024**

This grading pack provides information about the process of grading the group award, and should be used alongside the Educator Guide to ensure consistent delivery and assessment year on year.

This pack is for teachers and lecturers and contains all the information you need to grade the group award.

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# Draft

# Overview

## Introduction

This pack:

- is designed to be used alongside the Educator Guide for this group award
- provides essential information on the process of grading the group award

## Grading in Next Generation Higher National qualifications

Learners who pass Next Generation Higher National (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 will 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 grade 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.

# Grading model and guidance

## Grading model

The Higher National Diploma (HND) Radio is designed to develop learners' understanding of the wider radio and audio industry.

The mandatory units allow learners to develop a range of creative and specialist skills, building professional practice through working on long-running regular radio shows or podcasts. Through all mandatory and optional units, learners develop the workplace skills and experience they need to work in the radio or audio industry as an employee or freelancer. They develop academic skills through research, analysis, reflective practice and evaluation.

Selected optional units support learners to develop the skills and knowledge they need to meet industry or local requirements. They also add flexibility to the HND.

The proposed grading is based on a profiling and key competency model that gives a wider picture of learners' achievements. Learners are graded against the following three criteria:

- sector-specific competence: the ability to carry out creative, technical or craft tasks
- academic competence: the ability to research, analyse, reflect and evaluate; critical thinking
- competence in professional behaviours: demonstrating an understanding of industry, roles and etiquette

All evidence gathered throughout the delivery of HND Radio can contribute to the final overall grade. Learners' achievements are recorded with an SQA certificate containing a grading statement, plus a learner profile created by the centre delivery team.

The purpose of the grading model is to:

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

# Grading model diagram

## HND Radio learner profile: table of competence and grade

Project or role	Sector specific	Academic	Professional behaviours
1			
2			
3			
4			
Aggregate score across all projects			

Overall grade:

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## Worked example of grading model

### HND Radio learner profile: table of competence and grade

Project or role	Sector specific	Academic	Professional behaviours
Morning programme	Achieved	Achieved	Achieved
Information programme	Merit	Merit	Merit
Fiction	Merit	Merit	Merit
Non-fiction	Merit	Merit	Merit
Innovative	Achieved	Merit	Merit
Demo	Merit	Merit	Merit
Long-running radio show or podcast	Achieved	Achieved	Achieved
Aggregate score across all projects	Merit	Merit	Merit

**Overall grade: Achieved with Merit**

## **Grading**

You should decide the number of projects HND Radio delivers locally. We expect that there will be a minimum of five projects, including a long-running or regular radio show or podcast.

Grading is continuous throughout the academic session, rather than end loaded. Progress can be tracked and reviewed at regular intervals.

Grading is based across all 15 credits delivered in the qualification.

Delivery teams are responsible for agreeing levels for individual learners. You should do this based on learner, peer, lecturer, and industry feedback on the learner evidence generated through carrying out projects and assessments during the full academic session.

The criteria statements in the 'Grading matrix' section supports a standardised and simplified approach to grading.

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## Grading matrix

### Sector-specific competence: description of performance and grade

Criteria	Not Achieved	Achieved	Merit	Distinction
<p><b>Roles and responsibilities</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcome 3</li> </ul> </li> <li>• Radio Station Operation                             <ul style="list-style-type: none"> <li>○ Outcomes 1, 2 and 3</li> </ul> </li> </ul>	The learner produces no evidence that matches the descriptions of performance.	The learner demonstrates an acceptable understanding of the roles and responsibilities.	The learner demonstrates a competent understanding of the roles and responsibilities.	The learner demonstrates an in-depth understanding of the roles and responsibilities.

Criteria	Not Achieved	Achieved	Merit	Distinction
<p><b>Range of equipment and software packages</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 3 and 4</li> </ul> </li> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcomes 1 and 2</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates an adequate understanding and use of equipment and software by taking on a limited number of roles</li> <li>• adequately problem solves and deploys appropriate creative techniques that contribute to a final product that meets the needs of the programme</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates a competent understanding and use of equipment and software by taking on several roles</li> <li>• competently problem solves and deploys appropriate creative techniques that contribute to a final product that meets the needs of the programme</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates an in-depth understanding and use of equipment and software by taking on a variety of roles</li> <li>• accurately and insightfully problem solves and deploys appropriate creative techniques that contribute to a final product that meets the needs of the programme</li> </ul>

Criteria	Not Achieved	Achieved	Merit	Distinction
<p><b>Content development (conventions, structure, programme types and formats)</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 1, 2, 3, 4 and 5</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner demonstrates an adequate understanding of developing structure and content required to engage the target audience.</p>	<p>The learner demonstrates a competent understanding of developing structure and content required to engage the target audience.</p>	<p>The learner demonstrates an in-depth understanding of developing structure and content required to engage the target audience.</p>

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Criteria	Not Achieved	Achieved	Merit	Distinction
<p><b>Promotional techniques (social media and demo)</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 1 and 2</li> </ul> </li> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcomes 1 and 2</li> </ul> </li> <li>• Radio Station Operation                             <ul style="list-style-type: none"> <li>○ Outcomes 2 and 3</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner demonstrates an adequate understanding of audiences and deploys some appropriate strategies and content required to reach and engage them.</p>	<p>The learner demonstrates a competent understanding of audiences and deploys appropriate strategies and content required to reach and engage them.</p>	<p>The learner demonstrates an in-depth understanding of audiences and deploys insightful strategies and content required to reach and engage them.</p>

Criteria	Not Achieved	Achieved	Merit	Distinction
<p><b>Professional standards and relevant legislation, including broadcasting regulations (Ofcom) and copyright licensing (Phonographic Performance Limited (PPL) and the Performing Rights Society (PRS))</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcome 3</li> </ul> </li> <li>• Radio Station Operation                             <ul style="list-style-type: none"> <li>○ Outcome 2</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner demonstrates an adequate understanding of professional standards required to meet current legislation.</p>	<p>The learner demonstrates a competent understanding of professional standards required to meet current legislation.</p>	<p>The learner demonstrates an in-depth understanding of professional standards required to meet current legislation.</p>

### Academic competence: description of performance and grade

Criteria	Not achieved	Achieved	Merit	Distinction
<p><b>Research</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcome 4</li> </ul> </li> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcome 2</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• adequately defines research tasks; locates and selects a variety of sources</li> <li>• organises and evaluates the reliability and relevance of the data</li> <li>• presents the findings in the appropriate format for the production</li> <li>• maintains records of the sources of information but not consistently and lacks some detail</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• competently defines research tasks, locates and selects a variety of sources</li> <li>• organises and evaluates the reliability and relevance of the data</li> <li>• presents the findings in the appropriate format for the production</li> <li>• maintains accurate and detailed records of the sources of information most of the time</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• accurately and insightfully defines research tasks; locates and selects a variety of sources</li> <li>• organises and evaluates the reliability and relevance of the data</li> <li>• presents the findings in the appropriate format for the production</li> <li>• maintains accurate and detailed records of the sources of information</li> </ul>

Criteria	Not achieved	Achieved	Merit	Distinction
<p><b>Critical thinking</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 1, 2, 5 and 6</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner adequately analyses, interprets or conceptually develops ideas in relation to the brief and throughout the production process.</p>	<p>The learner competently analyses, interprets or conceptually develops ideas in relation to the brief and throughout the production process.</p>	<p>The learner insightfully and perceptively analyses, interprets or conceptually develops ideas in relation to the brief and throughout the production process.</p>
<p><b>Presentation skills</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcome 3</li> </ul> </li> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcomes 1 and 2</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner pitches or presents ideas adequately using language and techniques appropriate for the intended audience.</p>	<p>The learner pitches or presents ideas competently using language and techniques appropriate for the intended audience.</p>	<p>The learner pitches or presents ideas confidently using language and techniques appropriate for the intended audience.</p>

Criteria	Not achieved	Achieved	Merit	Distinction
<p><b>Reflective practice</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 5 and 6</li> </ul> </li> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcome 2</li> </ul> </li> <li>• Radio Station Operation                             <ul style="list-style-type: none"> <li>○ Outcome 3</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates an adequate ability to critically reflect on their own work and behaviours, taking on board feedback from others</li> <li>• can adequately analyse and evaluate their own learning and use this to support further personal development</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates a competent ability to critically reflect on their own work and behaviours, taking on board feedback from others</li> <li>• can competently analyse and evaluate their own learning and use this to support further personal development</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates an insightful ability to critically reflect on their own work and behaviours, taking on board feedback from others</li> <li>• can perceptively analyse and evaluate their own learning and use this to support further personal development</li> </ul>
<p><b>Academic writing</b></p>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner demonstrates an adequate understanding of the specific features and conventions of academic writing.</p>	<p>The learner demonstrates a competent understanding of the specific features and conventions of academic writing.</p>	<p>The learner demonstrates a confident understanding of the specific features and conventions of academic writing.</p>



### Competence in professional behaviours: description of performance and grade

Criteria	Not achieved	Achieved	Merit	Distinction
<p><b>Communication</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 1, 2, 3, 4, 5 and 6</li> </ul> </li> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcomes 1 and 2</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner demonstrates an acceptable level of communication skills and uses appropriate industry terminology adequately.</p>	<p>The learner demonstrates a competent level of communication skills and uses appropriate industry terminology competently.</p>	<p>The learner demonstrates a sophisticated level of communication skills and uses appropriate industry terminology fluently.</p>
<p><b>Ethics</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcome 3</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner demonstrates an adequate understanding of ethical considerations required in the radio and audio industry.</p>	<p>The learner demonstrates a competent understanding of ethical considerations required in the radio and audio industry.</p>	<p>The learner demonstrates an accurate and insightful understanding of ethical considerations required in the radio and audio industry.</p>

Criteria	Not achieved	Achieved	Merit	Distinction
<p><b>Working with others</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 3 and 4</li> </ul> </li> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcome 2</li> </ul> </li> <li>• Radio Station Operation                             <ul style="list-style-type: none"> <li>○ Outcome 2</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner can demonstrate a professional approach when working with others to achieve a shared goal.</p>	<p>The learner consistently maintains a professional approach when working with others to achieve a shared goal.</p>	<p>The learner always maintains a professional approach when working with others to achieve a shared goal.</p>
<p><b>Problem solving</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 3 and 4</li> </ul> </li> <li>• Radio Station Operation                             <ul style="list-style-type: none"> <li>○ Outcomes 2 and 3</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner can adequately define the problem and contribute to generating solutions that sometimes relate to resources and time available.</p>	<p>The learner can competently define the problem and contribute to generating practical solutions that relate to resources and time available.</p>	<p>The learner can accurately define the problem and generate practical solutions that relate to resources and time available.</p>

Criteria	Not achieved	Achieved	Merit	Distinction
<b>Initiative</b> Maps to: <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 3 and 4</li> </ul> </li> <li>• Radio Station Operation                             <ul style="list-style-type: none"> <li>○ Outcomes 2 and 3</li> </ul> </li> </ul>	The learner produces no evidence that matches the descriptions of performance.	The learner: <ul style="list-style-type: none"> <li>• adequately reads a situation and understands when and how to propose new plans, solutions or ideas</li> <li>• proposes adequate plans, solutions and ideas that are practical and support the production</li> </ul>	The learner: <ul style="list-style-type: none"> <li>• competently reads a situation and understands when and how to propose new plans, solutions or ideas</li> <li>• proposes competent plans, solutions and ideas that are practical and support the production</li> </ul>	The learner: <ul style="list-style-type: none"> <li>• insightfully reads a situation and understands when and how to propose new plans, solutions or ideas</li> <li>• proposes insightful plans, solutions and ideas that are practical and support the production</li> </ul>
<b>Timekeeping</b> Maps to: <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 3 and 4</li> </ul> </li> </ul>	The learner produces no evidence that matches the descriptions of performance.	The learner submits work but misses some deadlines and may sometimes arrive late for related production activities.	The learner: <ul style="list-style-type: none"> <li>• meets the majority of key deadlines</li> <li>• mostly arrives on time for related production activities</li> </ul>	The learner: <ul style="list-style-type: none"> <li>• meets all key deadlines</li> <li>• is reliable and arrives on time for related production activities</li> </ul>

Criteria	Not achieved	Achieved	Merit	Distinction
<p><b>Self-employment and business fundamentals</b> Maps to:</p> <ul style="list-style-type: none"> <li>• Content Creation                             <ul style="list-style-type: none"> <li>○ Outcomes 3 and 4</li> </ul> </li> <li>• Working in the Radio and Audio Industry                             <ul style="list-style-type: none"> <li>○ Outcomes 2 and 3</li> </ul> </li> </ul>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner demonstrates an acceptable interpretation of issues pertaining to employability and enterprise within the radio and audio sector.</p>	<p>The learner demonstrates a competent interpretation of issues pertaining to employability and enterprise within the radio and audio sector.</p>	<p>The learner demonstrates a highly accurate and insightful interpretation of issues pertaining to employability and enterprise within the radio and audio sector.</p>
<p><b>Develops meta-skills</b> Maps to all units.</p>	<p>The learner produces no evidence that matches the descriptions of performance.</p>	<p>The learner adequately engages with the process of meta-skills development in the context of the qualification by:</p> <ul style="list-style-type: none"> <li>• carrying out self-assessment of meta-skills, giving reasons for ratings or judgements made</li> <li>• setting clear and measurable goals plus action</li> </ul>	<p>The learner demonstrates a clear commitment to the process of meta-skills development in the context of the qualification by</p> <ul style="list-style-type: none"> <li>• carrying out self-assessment of meta-skills, giving some insightful reasons for ratings or judgements made</li> </ul>	<p>The learner demonstrates strong commitment to the process of meta-skills development in the context of the qualification by:</p> <ul style="list-style-type: none"> <li>• carrying out self-assessment of meta-skills, giving some insightful reasons for ratings or judgements made</li> </ul>

Criteria	Not achieved	Achieved	Merit	Distinction
		strategies to develop meta-skills in all three categories <ul style="list-style-type: none"> <li>using reflective practice strategies to track progress and analyse the links between course activities, experiences and meta-skills development</li> </ul>	<ul style="list-style-type: none"> <li>setting clear and measurable goals plus action strategies to develop meta-skills in all three categories</li> <li>using reflective practice strategies to track progress and demonstrate some insight into the impact of their course activities and experiences on their meta-skills development</li> </ul>	<ul style="list-style-type: none"> <li>setting clear and measurable goals plus action strategies to develop meta-skills in all three categories, and updating these as required</li> <li>using reflective practice strategies very effectively to track progress and demonstrate insight into the impact of their course activities and experiences on their meta-skills development</li> </ul>

### Guidance on meta-skills and grading

Teachers and lecturers must refer to the meta-skills assessment guidance when grading meta-skills. This guidance provides, detailed expectations of learners’ engagement with meta-skills in the context of HNC Television.

You are not grading learners’ individual competence in meta-skills, for example the quality of their feeling or creativity. It is the process of development that they go through — their planning, developing, and reflecting — that should be evidenced and assessed.

# 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: [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## 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](#).

# 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: [www.scqf.org.uk](http://www.scqf.org.uk).

**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.

## 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](mailto:nextgen@sqa.org.uk).