

**HIGHER  
NATIONAL**



# Next Generation Higher National Grading Pack

## Higher National Diploma in Television

**Qualification code:** GT69 48

**Valid from:** session 2024 to 2025

This grading information provides information about the process of grading the Higher National Diploma (HND). It is for lecturers and assessors and contains all the mandatory information you need to grade the HND.

You must read it alongside the Educator Guide.

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This edition: April 2024 (version 1.0)

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## Approach to grading

Grading in Next Generation: Higher National (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 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.

## **What the whole-qualification grade descriptors do and how they're used**

The whole-qualification grade descriptors outline the skills, knowledge and understanding a learner needs to show across the whole qualification to achieve that specific grade. They align with the Scottish Credit and Qualifications Framework (SCQF) level descriptors.

NextGen: HND qualifications are at SCQF level 8. Learners who complete a NextGen: HND can:

- ◆ convey an insightful understanding of the subject's core theories, concepts and principles, along with its scope and defining features
- ◆ apply skills, knowledge and understanding of the subject in relevant practical and professional contexts, showing some specialist knowledge and using a range of relevant techniques and materials
- ◆ describe and explain significant topical issues and specific areas of interest
- ◆ exercise autonomy and initiative in carrying out activities, and have developed their professional practice and behaviours relevant to the context of the qualification
- ◆ formulate and critically evaluate evidence-based responses to issues in the context of the subject area, appropriately applying research and academic processes

Please use this information, as well as the whole-qualification grade descriptors, to help you understand the standard at which learners should be assessed and graded.

Higher education institutes (HEIs) can use the grade descriptors to set admissions requirements, and employers can use them to help make decisions during a recruitment process.

SQA's quality assurance teams use the grade descriptors and the grading matrix to ensure that grades awarded in a particular NextGen: HN Qualification are at a consistent national standard, regardless of the setting in which they are achieved.

Successful learners receive their grade, along with the grade descriptor, on their certificate.

## Using the grading matrix

You must use the grading matrix to judge the learner's whole-qualification grade. You can use the grading matrix at any time, but you only make a whole-qualification grading judgement once you're confident the learner has met all the evidence requirements of all the required units.

The criteria in the grading matrix reflect the knowledge, skills and qualities HEIs and employers can expect of a learner who has completed the qualification. These criteria align with the overall purpose of the qualification, and remain the same for its duration.

Each criterion has sector-specific descriptors of a typical learner's performance standard, aligned to the whole-qualification grade outcomes of Achieved, Achieved with Merit and Achieved with Distinction. These descriptors describe the standard a learner of that whole-qualification grade is expected to show.

The guidance accompanying each criterion can include, but is not limited to, information on:

- ◆ relevant types of assessment that may produce useful or meaningful evidence for judging that criterion
- ◆ mapping to content that is particularly relevant to that criterion
- ◆ mappings to meta-skills

This guidance may be updated over time.

When you make your final grading judgement, you must use a 'best fit' approach based on the learner's achievement across the grading matrix. This may be straightforward — for example, if the learner's evidence shows a consistent standard across the grading matrix criteria. If it's not straightforward, you must make a 'best fit' judgement — for example, if a learner shows a mix of standards across the grading matrix criteria, with no clear pattern. The criteria may not always have equal value. You can decide some are more important to the final grade than others.

### Meta-skills

Meta-skills are a key part of NextGen: HN Qualifications and learners can develop them throughout the qualification. A learner's engagement with developing their own meta-skills contributes to their qualification grade. You do not assess or grade competence or progress in individual meta-skills — for example, by judging the quality of a learner's feeling or creativity. Instead, you look at the process of development learners go through. This means learners need to provide evidence of planning, developing and reflecting on their meta-skills.

If qualification content also contributes to meta-skills development, it contributes to a learner's whole-qualification grading through the grading matrix approach.

## **Learning for Sustainability**

Learning for Sustainability does not contribute to a learner's qualification grade.

If qualification content is also Learning for Sustainability content, it does contribute to a learner's whole-qualification grade through the grading matrix approach.

## Grading matrix

Criterion 1	Achieved	Merit	Distinction
<b>Idea development and the commissioning process (sector-specific competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an acceptable interpretation of the project brief</li> <li>◆ provides a satisfactorily structured proposal and uses adequate language in terms of level, accuracy and the given brief. It contains most of the relevant information but lacks detail</li> <li>◆ demonstrates an acceptable understanding of the commissioning process</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent interpretation of the project brief</li> <li>◆ provides a proposal that is clear and well-structured, and uses language that is mostly of a high standard in terms of level, accuracy and the given brief. It contains most of the relevant information and required detail</li> <li>◆ demonstrates a competent understanding of the commissioning process</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an accurate and insightful interpretation of the project brief</li> <li>◆ provides a proposal that is clear and well-structured throughout, and uses language that is of a high standard in terms of level, accuracy and the given brief. It contains all the relevant information and sells the idea</li> <li>◆ demonstrates an in-depth understanding of the commissioning process</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcome 2

Criterion 2	Achieved	Merit	Distinction
<b>Hierarchies, roles and responsibilities (sector-specific competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an acceptable understanding of the hierarchies, roles and responsibilities</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent understanding of the hierarchies, roles and responsibilities</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an in-depth understanding of the hierarchies, roles and responsibilities</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcomes 2, 3, 4 and 5
- ◆ Television: Working in Industry
  - Outcomes 1, 2 and 3



Criterion 3	Achieved	Merit	Distinction
<b>Production workflow (sector-specific competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ has an adequate understanding of the workflow, and the link between selected equipment and the impact on the final product</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ has a competent understanding of the workflow, and the link between selected equipment and the impact on the final product</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ has an accurate and insightful understanding of the workflow, and the link between selected equipment and the impact on the final product</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcomes 2, 3, 4 and 5
- ◆ Television: Working in Industry
  - Outcome 3

Criterion 4	Achieved	Merit	Distinction
<b>Range of equipment and software packages (sector-specific competence)</b>	<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 uses appropriate creative techniques, which contribute to a final product that meets the needs of the brief</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 uses appropriate creative techniques, which contribute to a final product that meets the needs of the brief</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 several roles, with variety</li> <li>◆ accurately and insightfully problem solves and uses appropriate creative techniques, which contribute to a final product that meets the needs of the brief</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcomes 2, 3, 4 and 5

Criterion 5	Achieved	Merit	Distinction
<b>Data wrangling and metadata (sector-specific competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an adequate understanding of the role of metadata in the production workflow</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent understanding of the role of metadata in the production workflow</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an in-depth understanding of the role of metadata in the production workflow</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcomes 4 and 5

Criterion 6	Achieved	Merit	Distinction
<b>Production planning (sector-specific competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ contributes adequately to production planning and preparing documentation in their allocated role or roles during the production</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ contributes competently to production planning and preparing documentation in their allocated role or roles during the production</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ contributes fully to production planning and preparing documentation in their allocated role or roles during the production</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcomes 1, 2 and 3

Criterion 7	Achieved	Merit	Distinction
<b>Health and safety (sector-specific competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an adequate understanding of current health and safety issues and procedures for television</li> <li>◆ adequately understands the purpose of the risk assessment</li> <li>◆ complies fully with the risk assessment</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent understanding of current health and safety issues and procedures for television</li> <li>◆ competently understands the purpose of the risk assessment</li> <li>◆ complies fully with the risk assessment</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an in-depth understanding of current health and safety issues and procedures for television</li> <li>◆ fully understands the purpose of the risk assessment</li> <li>◆ complies fully with the risk assessment</li> </ul>

### Guidance

Maps to:

- ◆ Television: Working in Industry
  - Outcome 3

Criterion 8	Achieved	Merit	Distinction
<b>Permissions: legal issues including intellectual property (IP), contributor and location permission (sector-specific competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an adequate understanding of permissions, including IP, and the processes required to ensure full compliance</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent understanding of permissions, including IP, and the processes required to ensure full compliance</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an in-depth understanding of permissions, including IP, and the processes required to ensure full compliance</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcomes 1, 2 and 3
- ◆ Television: Working in Industry
  - Outcome 3

Criterion 1	Achieved	Merit	Distinction
<b>Research (academic competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ adequately defines research tasks, and locates and selects a variety of sources</li> <li>◆ adequately organises and evaluates the reliability and relevance of the data</li> <li>◆ adequately presents the findings in the appropriate format for the production</li> <li>◆ maintains records of information sources, but not consistently, and lacks some detail</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ competently defines research tasks, and locates and selects a variety of sources</li> <li>◆ competently organises and evaluates the reliability and relevance of the data</li> <li>◆ competently presents the findings in the appropriate format for the production</li> <li>◆ maintains accurate and detailed records of information sources most of the time</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ accurately and insightfully defines research tasks, and locates and selects a variety of sources</li> <li>◆ accurately and insightfully organises and evaluates the reliability and relevance of the data</li> <li>◆ accurately and insightfully presents the findings in the appropriate format for the production</li> <li>◆ consistently maintains accurate and detailed records of the sources of information</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcomes 1, 2 and 3

Criterion 2	Achieved	Merit	Distinction
<b>Critical thinking (academic competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>adequately analyses, interprets or conceptually develops ideas in relation to the brief and throughout the production process</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>competently analyses, interprets or conceptually develops ideas in relation to the brief and throughout the production process</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>insightfully and perceptively analyses, interprets or conceptually develops ideas in relation to the brief and throughout the production process</li> </ul>

### Guidance

Maps to:

- Television: Collaborative Production Projects
  - Outcomes 1, 2, 3, 4, 5 and 6



Criterion 3	Achieved	Merit	Distinction
<b>Presentation skills (academic competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ pitches or presents ideas adequately, using language and techniques appropriate for the intended audience</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ pitches or presents ideas competently, using language and techniques appropriate for the intended audience</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ pitches or presents ideas competently and confidently, using language and techniques appropriate for the intended audience</li> </ul>

### Guidance

Maps to:

- ◆ Television: Working in Industry
  - Outcome 1

Criterion 4	Achieved	Merit	Distinction
<b>Reflective practice (academic competence)</b>	<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 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 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 and insightful ability to critically reflect on their own work and behaviours, taking on board feedback from others</li> <li>◆ can perceptively analyse and evaluate own learning and use this to support further personal development</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - Outcomes 1, 2 and 6
- ◆ Television: Working in Industry
  - Outcome 4

Criterion 5	Achieved	Merit	Distinction
<b>Academic writing (academic competence)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an adequate understanding of the specific features and conventions of academic writing</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent understanding of the specific features and conventions of academic writing.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent and confident understanding of the specific features and conventions of academic writing</li> </ul>

### Guidance

Maps to all units.

Criterion 1	Achieved	Merit	Distinction
<b>Communication (competence in professional behaviours)</b>	The learner: <ul style="list-style-type: none"> <li>◆ demonstrates an acceptable level of communication skills</li> <li>◆ uses appropriate industry terminology adequately</li> </ul>	The learner: <ul style="list-style-type: none"> <li>◆ demonstrates a competent level of communication skills</li> <li>◆ uses appropriate industry terminology competently</li> </ul>	The learner: <ul style="list-style-type: none"> <li>◆ demonstrates a sophisticated level of communication skills</li> <li>◆ uses appropriate industry terminology fluently</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - All outcomes
- ◆ Television: Working in Industry
  - Outcomes 1, 2 and 3

Criterion 2	Achieved	Merit	Distinction
<b>Ethics (competence in professional behaviours)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an adequate understanding of ethical considerations required in television</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent understanding of ethical considerations required in television</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an accurate and insightful understanding of ethical considerations required in television</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - All outcomes

Criterion 3	Achieved	Merit	Distinction
<b>Working with others (competence in professional behaviours)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ adequately demonstrates a professional approach when working with others to achieve a shared goal</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ competently demonstrates a professional approach when working with others to achieve a shared goal</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ competently and consistently demonstrates a professional approach when working with others to achieve a shared goal</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - All outcomes
- ◆ Television: Working in Industry
  - Outcome 3

Criterion 4	Achieved	Merit	Distinction
<b>Problem solving (competence in professional behaviours)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ can adequately define the problem and contribute to generating solutions that sometimes relate to resources and time available</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ can competently define the problem and contribute to generating practical solutions that relate to resources and time available</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ can accurately define the problem and contribute to generating practical solutions that relate to resources and time available</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - All outcomes

Criterion 5	Achieved	Merit	Distinction
<b>Initiative (competence in professional behaviours)</b>	<p>The learner:</p> <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 or ideas that are practical and support the production</li> </ul>	<p>The learner:</p> <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 or ideas that are practical and support the production</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ competently and insightfully reads a situation and understands when and how to propose new plans, solutions or ideas</li> <li>◆ proposes competent and insightful plans, solutions or ideas that are practical and support the production</li> </ul>

### Guidance

Maps to:

- ◆ Television: Collaborative Production Projects
  - All outcomes



Criterion 6	Achieved	Merit	Distinction
<b>Timekeeping (competence in professional behaviours)</b>	The learner: <ul style="list-style-type: none"> <li>◆ submits work but misses some deadlines</li> <li>◆ sometimes arrives on time for related production activities</li> </ul>	The learner: <ul style="list-style-type: none"> <li>◆ meets most 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>

### Guidance

Maps to all units.

Criterion 7	Achieved	Merit	Distinction
<b>Freelance fundamentals (competence in professional behaviours)</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates an acceptable interpretation of employability and enterprise issues in the television sector</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a competent interpretation of employability and enterprise issues in the television sector</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>◆ demonstrates a highly accurate and insightful interpretation of employability and enterprise issues in the television sector</li> </ul>

### Guidance

Maps to:

- ◆ Television: Working in Industry
  - Outcomes 1, 2 and 3

Criterion 8	Achieved	Merit	Distinction
<b>Develops meta-skills (competence in professional behaviours)</b>	<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 strategies to develop meta-skills in all three categories</li> <li>◆ using reflective practice strategies to track progress and analyse the links between course activities, experiences and meta-skills development</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> <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>	<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> <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

Maps to all units.

You 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 HND Television.

You are not grading learners' competence in individual 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.

## Additional grading guidance

The guidance in this section is not mandatory.

### Grading model

HND Television develops learners' understanding of the wider television industry. In the industry, learners (even after completing a degree) are likely to start in entry-level roles, for example as a runner, researcher or assistant. The Drama Consultation Panel states that camera trainees should understand that it may be 10 years before they operate a camera on a high-end drama.

The mandatory units deliver a solid grounding in the technical, creative and logistical processes and roles involved in making television content.

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.

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 categories of performance:

- ◆ sector-specific competence
  - the ability to carry out creative, technical or craft tasks
- ◆ academic competence
  - the ability to research and analyse
  - critical thinking
  - developing ideas
  - creative problem solving
- ◆ competence in professional behaviours
  - demonstrating an understanding of industry, roles and etiquette
  - communicating in a television environment
  - teamwork
  - timekeeping

The purpose of the grading model is to:

- ◆ highlight learners' strengths in the specific competencies required in television 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

**HND Television learner profile: table of competence and grade**

<b>Project or role</b>	<b>Sector-specific</b>	<b>Academic</b>	<b>Professional behaviours</b>
1			
2			
3			
4			
Aggregate score across all projects			

**Overall grade:**

## Worked example of grading model

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

Project or role	Sector-specific	Academic	Professional behaviours
Programme team role	Achieved	Achieved	Merit
Craft role	Merit	Merit	Merit
Post-production craft role	Merit	Merit	Merit
Aggregate score across all projects	Merit	Merit	Merit

**Overall grade: Achieved with Merit**

## Grading and assessment

You should decide the number of projects HND Television delivers locally. There will be a minimum of two projects and each learner must carry out:

- ◆ three programme team roles
- ◆ three production craft roles
- ◆ two post-production craft roles

Grading is continuous throughout the academic session, rather than end loaded. You can track progress and review it 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 support a standardised and simplified approach to grading.

# Administrative information

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**Published:** April 2024 (version 1.0)

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## History of changes

Version	Description of change	Date

Please check [SQA's website](#) to ensure you're using the most up-to-date version of this information, and check SQA's APS Navigator to ensure you're 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 more information on NextGen: HN Qualifications please email [nextgen@sqa.org.uk](mailto:nextgen@sqa.org.uk).

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