



**National Qualifications 2012
Internal Assessment Report
Skills for Work: Creative
Industries**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

National Courses

Skills for Work: Creative Industries (SCQF level 5) C276 11

Creative Industries: An Introduction	FH60 11
Creative Industries: Skills Development	FH61 11
Creative Industries: The Creative Process	FH62 11
Creative Industries: Creative Project	FH63 11

General comments

The work produced by candidates across all centres was found to be consistent with the expected standards and, in some cases, exceptionally high. This indicates that the delivering centres have a clear and accurate understanding of national standards. Standards set by assessors and centres were found to be consistently high.

It was observed that the work produced across all centres was consistently meeting national standards whilst meeting the needs of learners. A variety of approaches to delivery were observed; a range of skills was developed; and a number of interesting creative projects were produced.

It appeared that centres had a clear idea of the aims and intentions of the award and this was reflected in the work produced by a large number of candidates.

Following visiting verification, only one centre had a Not Accepted decision. This was subsequently rectified after a second visit.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

All centres were able to demonstrate their use of the Arrangements document to assist with the context for delivery. Folders were made available to all External Verifiers which contained all relevant documentation including Arrangements, Unit specifications, instruments of assessment, exemplification materials, evidence of internal verification and assessment decisions.

All centres sampled this session were making good use of National Assessment Bank (NAB) material and candidate evidence was found to be consistent throughout. It is clear from the External Verifiers' reports that centres, and candidates, are finding these resources valuable and accessible.

Across all centres, high levels of achievement are expected by assessors, with a view to encouraging candidates to fulfil their own potential. Staff are sensitive to the age, experiences and abilities of individual candidates.

Evidence Requirements

It was observed that most candidates' folios were thorough and generally well presented. Furthermore, candidate portfolios in most centres were comprehensive and clear progression was evident in Unit work.

Assessments appeared to be consistent and fair. Comments in the majority of centres were found to be supportive and clearly outlined strengths as well as areas for improvement. Assessments set by centres fully meet the required standards of the Course in almost all instances.

Administration of the Course and recording of assessment decisions and overall attainment was generally clear across most centres. The decisions made by assessors were valid, and in most cases there was evidence of internal verification having taken place. In most instances, assessments were marked by all assessors individually and then signed off by other delivering staff, course leader or principal teacher.

Strong elements of personal choice and individual/group decision making are evident in candidates' record keeping. It was noted that although candidates are allowed freedom of choice, assessors advised on appropriateness in keeping with real-life settings within the creative industries.

Administration of assessments

In most centres the use of NABs assisted with the consistent application of standards set out in Unit specifications.

Evidence was available which supported the decisions to require some candidates to re-sit Unit assessments when appropriate standards had not been met. These re-assessment decisions were found to be reliable and consistent across centres and delivering teams.

Video evidence was used to demonstrate that standards of performance had been achieved. In one centre, evidence of candidates liaising with university staff regarding studio bookings served as a tool for reflection by candidates and also supported the processes of assessment and verification. This centre had clearly supported their candidates through appropriate and constructive feedback, as the standards achieved by the candidates were consistent with those outlined in the NABs.

Stringent procedures for internal verification were observed during external verification. In one centre there was clear evidence of pre- and mid/post internal verification being used to set and maintain high standards. The centre procedures stated that four candidates out of the total of 12 should be verified. All candidates' work had been summatively assessed and four had been internally verified. There were no issues arising from internal verification in this instance but the timing and frequency of the process is to be commended.

Similar policies are in place at other institutions. In one centre where the Course is delivered across three sites, robust pre-delivery and standardisation meetings were held prior to the commencement of the Course to ensure consistency of approaches to learning, teaching and assessment. As a result of these pre-delivery and standardisation meetings, a separate brief was produced for each site for the Creative Project Unit, appropriate to the geographical area. It was observed that the NAB was flexible enough to adapt in order to appeal to a specific target audience.

Several centres intend to use the Creative Process pitch as the basis for the Creative Project. This should be encouraged for any future delivery.

Areas of good practice

In several cases it was observed that delivering staff are highly skilled industry practitioners who readily share their extensive, up-to-date skills and experience with candidates. It was evident from the majority of the reports that staff are committed to giving candidates a valuable, enjoyable and varied experience.

Candidates across all centres have access to high quality resources and industry standard equipment.

In most centres, candidates were well aware of the skills for work they were developing.

Candidates in one centre demonstrated a clear understanding of what was required of them from the outset. Candidates expressed appreciation of the high standards being set by assessors and commented that they receive regular, on-going feedback and advice to help with development of skills and completion of tasks. They also expressed a lot of enjoyment in the Course and commented that they have a 'seamless' outlook on coursework, which suggests good integration of Units. Candidates commented there is always a sense of purpose in tasks they are set as they can clearly identify their relevance in industry settings. It was reported that creating meaningful end-products motivates candidates, through group and individual project work.

Another centre uses industry professionals and partners to help deliver and also provide 'real' and effective feedback to the candidates. A number of centres place focus on work practice and industrial visits. A simple pro forma was used to help students keep useful records of their visits to workplaces. This pro forma was used as a tool for identification of skills and attributes that employers felt important to possess and, as such, are crucial for success. Candidates used the findings from these visits to inform their own targets in the Skills Development Unit.

It was observed that one centre was providing a well planned Course, which allowed pupils to develop the hard and soft skills required for the work place. There was an excellent understanding of the requirements of the Course and pupils were given the opportunity to learn in a variety of different contexts. The

organisation of the Course ensures effective tracking of achievement whilst allowing pupils to lead their learning. A tracking system of the skills for work was used, enabling pupils to monitor skills used for each session with a simple tick list. This served to highlight the skills developed and assisted greatly in pupil self-evaluation.

Candidates at a different centre displayed a sophisticated awareness of the skills for work that they were developing and described the importance of punctuality, respect for deadlines, working with others, industry knowledge, communication skills and the use of ICT. This demonstrates the focus that this centre puts on skills for work and, in addition, highlights the standards set by assessors and delivering teams.

Integration of the Creative Process Unit with the Creative Project Unit was evident in this centre, allowing candidates to use the pitch for the former as the basis for the latter. The centre also plans to integrate the candidate review in the Introduction Unit with this process in the future. The Skills Development Unit clearly prepared the candidates for their recording session at University of West of Scotland. The performances on the recordings were very accomplished and clearly demonstrated what was identified in their plans. The centre clearly provides opportunities for the candidates to develop employability skills. This was evidenced through, for example, videos of candidates liaising with studios to arrange recording time for the production of their piece. The candidates communicated professionally and confidently with the studio manager and were also able to demonstrate clear planning of their project through negotiation of timescales and an awareness of processes. The use of video also allows candidates to reflect on their own performance.

Learners from another centre produced materials for sale at events and it was observed that students seemed well motivated, particularly in developing skills in working with others and communication. This motivation typifies the impact that the Course has on candidates in terms of engagement and development. This centre allowed learners to attend the Scottish Trades Fair where they were introduced to industry specialists and professionals relevant to the Course.

One centre creatively integrated IT into the delivery of the Course, supported by a wide variety of resources to enable candidate learning. The centre places emphasis on transferable skills and all candidates are aware what they need to do to further these skills to gain access to their chosen creative industry. Furthermore, excellent literacy skills were demonstrated in completion of candidates' final folios.

Specific areas for improvement

In some cases, internal verification procedures appear to be inconsistent, as does feedback to candidates. The importance of internal verification and consistent, valuable feedback should be highlighted to all centres during future visits.

Candidates undertaking this Course must be kept informed of their progress at regular intervals and, in so doing, have opportunities to address any potential area of weakness. Evidence of feedback to candidates should be kept to assist with both candidate progress and reflection as well as for purposes of external verification.

Where possible, candidates should be given the opportunity of recording evidence electronically. In some cases, candidates' work had been handwritten using printed review sheets with limited space for candidate responses. In some instances this hampered their ability to fully express ideas, thus, not fulfilling their potential.

In a few cases completion of assessor checklists, candidate review sheets and Unit assessment (class records) could be a bit more timely and rigorous.

Evidence to support the specifics of the Outcomes and Performance Criteria for all Units must be considered when planning delivery to ensure that it can be made available for internal and external verification.

In some centres it appeared that there could have been more emphasis on the employability skills that the Course demands. It is therefore crucial that all centres ensure that employability skills are highlighted rather than just subject-specific skills. It is the employability skills learned through subject-specific skills that this Course endeavours to develop.