



Higher National and Vocational Qualifications Internal Assessment Report 2012

Clothing and Textiles

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

Higher National Units

General comments

Four centres were visited and Higher National Units from the following three Courses were externally verified:

- ◆ HND Textiles
- ◆ HND Fashion Design and Manufacture
- ◆ HND Fashion Technology and Manufacture with Design

HN Units verified (Units verified in more than one centre are in bold) were as follows:

- ◆ **F18M 34 Textile Techniques: an Introduction**
- ◆ **F18N 35 Textile Techniques: Advanced**
- ◆ **F18G 35 Textile Accessory: Advanced**
- ◆ F18C 34 Fashion Forecasting: Research and Development
- ◆ F18J 34 Textiles for Commission Introduction
- ◆ F1PW 34 Pattern Development for the Fashion Industry
- ◆ F1PR 34 Garment Manufacture: an Introduction to Working Drawings
- ◆ F18L 35 Designing and Producing a Fashion Garment: Advanced
- ◆ F1F5 34 Designing and Producing a Fashion Garment: an Introduction

All centres had a good or very good standard of candidates' evidence and a clear and accurate understanding of the requirements of the national standards. Units verified showed improvement in the standard and consistency of evidence produced.

Discussions of candidates' evidence, sharing assessment instruments, marking schemes and sharing of good practice at the annual qualification support team meetings has helped standardisation and has supported centres in working towards a national standard.

Unit specifications, instruments of assessment and exemplification materials

All centres are familiar with the Unit specifications, instruments of assessment and exemplification materials.

All centres had a creative approach to delivery. Where appropriate, various Units were integrated to make a more meaningful candidate experience and a holistic approach to assessment.

All centres had their own bank of exemplars to assist with standardisation — photographs, textile/garment samples, annotated drawings.

Evidence Requirements

All centres demonstrated a clear understanding of the Evidence Requirements for the Units.

Candidates' evidence was at the appropriate level for the Unit and good progression from level 7 to level 8 was evident.

In one centre closer liaison between staff in F1PR 34 would raise the standard of fashion working drawings across all Courses.

Administration of assessments

All instruments of assessment were current and appropriate for the subject and Course delivery and were at the appropriate level for the qualification.

They reflect the Group Award and provide the candidates with the knowledge and skills required.

There was evidence of work shadowing by new members of staff to establish a standardised assessment approach.

There was a strong team approach to internal verification, where candidates' evidence had been marked by the assessor and a sample was identified for internal verification.

All centres had an internal verification schedule. Standardisation minutes and discussions with staff confirmed that the verifier and assessor had regular discussions regarding candidates' evidence.

An internal verification event is required to look at the standard across all candidates, assessors and verifiers, where a Unit is taught on more than one Course.

All centres had a creative approach to delivery. Where appropriate, various Units were integrated to make a more meaningful experience for candidates and a holistic approach to assessment.

All centres used a team approach to produce instruments of assessment which were approved by the internal curriculum group before use. Instruments of assessment were available in hard copy and electronic format on the VLE, giving candidates and staff online access.

Some centres used prior verified instruments of assessment, which were appropriate for the Unit specification, the award and candidates — a useful aid to centres who wish to ensure correct interpretation of what is required.

General feedback

Few candidates were available for discussion due to the timing of external verification visits. Where discussions occurred, candidates were happy to hear comments from verifiers on the good and very good standard of their Course work.

Recorded written feedback from candidates reflected on what was learned within a Unit, what they would do differently if repeated, how they could improve on a particular technique, and how they could use what was learned in future projects.

Candidate evaluation sheets could be used in all centres to encourage reflective practice in practical Units.

Many candidates commented on the open access to online teaching notes and instruments of assessment.

In one centre, staff and candidates were working with a young design team. The incentive of a possible work placement encouraged the candidates to work hard and improved the retention of learners.

All centres commented on the positive benefits of attending the annual SQA qualification support team meeting to help standardisation and the sharing of good practice.

Areas of good practice

- ◆ the integration of several Units, creating a holistic approach to assessment, eases the assessment burden and creates a meaningful learning experience for candidates
- ◆ resolved samples mounted on A2 presentation boards provide a professional finish and allow work to be available for exhibition purposes
- ◆ standard Unit feedback sheets evidenced in all Unit packs, with comments noted and actioned in internal verification meetings and subsequent Unit delivery, are a useful tool
- ◆ clear feedback sheets which record the corrective action to take to remediate work
- ◆ group approach to internal verification, detailing candidates sampled and indication of the standard achieved, with feedback to candidates on corrective action
- ◆ clearly labelled candidates' evidence presented for verification
- ◆ sustainability of resources to saving paper — candidates produce patterns in 1/2 scale
- ◆ the use of the college VLE to give candidates 24/7 access to teaching notes
- ◆ working with an established designer to introduce a competitive element to the Course — the valuable work placement was a reward for successful students

- ◆ students' self-evaluation comments, with appropriate lecturers' feedback clearly recorded
- ◆ Curriculum for Excellence integrated in the student self-evaluation forms' record of attainment — creates awareness of Curriculum for Excellence and how learners have developed throughout the Unit

Specific areas for improvement

- ◆ introduce candidate evaluation sheets to encourage reflective practice in all practical Units
- ◆ F18J 34 *Textiles for Commission: an Introduction* — ensure that there is a clear link with clients' needs
- ◆ F18G 35 *Textiles Accessory: Advanced* — clarify design solutions terminology
- ◆ in one centre, standardisation across different Courses is required where a Unit is taught on more than one Course — there needs to be an internal verification event to look at the standard across all candidates, assessors and verifiers
- ◆ date internal verification records and identify the Group Award
- ◆ closer liaison between staff delivering F1PR 34 to raise the standard of fashion working drawings across all Courses
- ◆ a clearer link between the *Textile and Design* and *Produce Fashion Garments* Units could be evidenced. A textile or surface decoration technique at the appropriate level could be included in the design development sheets and carried through to the final garment stage. This would link elements of the Course and create more interesting final garments, reflecting the aims of the Textile HND award
- ◆ encourage all learners to produce more accurate working sketches
- ◆ all centres to participate in the annual qualification support team meeting at SQA to standardise and benchmark students' work — centres who do participate would agree this is an essential and excellent event to share good practice

Higher National Graded Units

Titles/levels of HN Graded Units verified:

F1RA 34 Textiles Graded Unit 1

General comments

Three centres delivering the HND Textiles award were visited.

All centres are using the most up-to-date Unit specification. All assessment specifications are relevant and appropriate to the Unit and award.

There is a consistent standard across all delivery, with detailed feedback to candidates for the various mentoring stages. All feedback sheets were signed by the learner and a staff member. Candidates' evidence was graded appropriately.

All centres demonstrated a clear and accurate understanding of the requirements of the national standards. In most cases, prior verified instruments of assessment were used. All were well written and open to a wide range of contexts.

Marking schemes were available for all centres, which showed clear evidence of internal standardisation. Not all centres used the same marking scheme. Further standardisation at the qualification support team meeting would facilitate a uniform national marking schedule. Cross marking and Internal Verifiers' reports confirmed marks awarded within centres and reflected the requirements of the Units.

In all centres, there was evidence of thorough marking of candidates' evidence and of good constructive feedback given to candidates. In all centres there was clear candidates' evidence of the integration of the key Units within the award.

Centres were asked to grade candidates' evidence as A, B, C or fail. The External Verifier selected a sample to see if they agreed with the centre's decisions. In most cases the External Verifier agreed with the judgement of the centre and the grades awarded. In one centre it was recommended that the grades should be increased.

It was evident that there is a strong team approach to standardisation of assessment decisions within centres.

Unit specifications, instruments of assessment and exemplification materials

A practical assignment was the most appropriate instrument of assessment for F1RA 34 Textiles Graded Unit 1.

It was evident that all centres are familiar with the Unit specification, instruments of assessment and exemplification materials.

All External Verifiers and centres agreed that the delivery and standard of evidence had improved since the Unit was first introduced.

There was evidence that candidates had fair access to assessment, as well as inclusive design briefs exploring different cultures and identities. Candidates were from a variety of social backgrounds, genders, races, ages and abilities.

Instruments of assessment were appropriate for the Group Award being verified. Group discussions at the qualification support team meeting at SQA have helped to standardise and benchmark students' work. Centres who do participate would agree this is an essential and excellent event to share good practice.

Evidence Requirements

All centres verified have a clear understanding of the Evidence Requirements for the Unit. Some centres used prior verified instruments of assessment, which are a useful aid to centres who wish to ensure correct interpretation of what is required.

All centres had well written briefs which were open to a wide range of contexts. A team approach produced exciting and appropriate briefs for candidates and the assessment specifications. Marking schemes were available and robust internal verification procedures confirmed marks awarded.

Candidates' evidence was at the appropriate level for the Unit.

In most cases the External Verifier agreed with the judgement of the centre and the grades awarded. In one centre it was recommended that the grades should be increased.

Assessment instruments were available in hard copy and also on the VLE with support notes.

Administration of assessments

All centres had a creative approach to delivery of the Graded Units. Key dates for the delivery were indicated to candidates. Agreement to assessment planning, development and evaluation stages were noted. It was evident that independent learning had occurred.

One centre delivered the Graded Unit after the completion of all other Units. This worked well for the candidates and the centre.

A robust internal verification system was evident in all centres. Pre-, ongoing and post-delivery checklists, with candidates' feedback where appropriate, were available along with the minutes of meetings.

There was a strong team approach to internal verification, where candidates' evidence had been marked by the assessor and a sample cross-checked by the Internal Verifier. All centres had an internal verification schedule. Standardisation minutes and discussions with staff confirmed that the verifier and assessor had regular discussion regarding candidates' evidence.

Final assessment decisions were accurate, reliable and recorded.

Not all centres used the same marking scheme. Further standardisation at the qualification support team meeting would facilitate a uniform national marking schedule.

Some centres used prior verified assessment materials and marking schemes. This aided the external verification process. Centres can access the assessment bank and share assessments and marking schemes.

General feedback

Few candidates were available for discussion due to the timing of external verification visits. Where discussions occurred, candidates were encouraged to hear comments from verifiers on the good and very good standard of their Course work.

Recorded written feedback from candidates reflected on what was learned within the Unit, what they would do differently if repeated, how they could improve on a particular technique, and how they could use what was learned in future projects.

Many commented on their enjoyment of the Unit, what was learned, the planning and organisational skills developed, independent learning, and meeting deadlines.

The presentation of candidates' evidence to tutors was discussed. In centres where candidates present to a small group from a lower-level Course, the candidates have a greater awareness of what is required at the next level.

A good and very good standard of candidates' evidence and tutor support was evidenced, with very good constructive comments to candidates at various stages.

Areas of good practice

- ◆ the delivery of the *Digital Imaging* Unit at the same time as the Graded Unit allowed candidates an innovative approach
- ◆ a good to excellent standard and volume of work was produced
- ◆ well-presented sketchbooks with lots of research, design development and annotation
- ◆ the HN Textile award, split into a Textile Art or Fashion direction, provides an innovative approach to the award and allows the Graded Unit to focus on the candidate's strengths

- ◆ team approach to internal verification
- ◆ the use of prior verified SQA exemplars
- ◆ exciting range of design briefs for candidates
- ◆ excellent candidate feedback sheets
- ◆ consideration and implementation of decisions from the SQA qualification support team meeting has led to greater standardisation across centres

Specific areas for improvement

- ◆ develop a standardised marking scheme at the qualification support team meeting
- ◆ all centres to participate in the annual qualification support team meeting at SQA to standardise and benchmark students' work — centres who do participate would agree this is an essential and excellent event to share good practice

SVQ Awards

General comments

Two centres were visited and both demonstrated a clear and accurate understanding of the requirements of the national standards at the appropriate level of the award for their candidates.

A good to excellent level of candidates' evidence was observed — as with previous sessions — indicating a standardised approach to delivery and assessment.

Centre 1 delivered SVQ 1 Manufacturing Textile Products in a realistic work environment within a college to candidates with various support needs. The repetitive low level of skills was at an appropriate level for the candidates.

Centre 2, a college provider, delivers SVQ level 1 and 2 Manufacturing Textile Products in many individual 'cottage industry' workplaces to produce a woven cloth. The higher level of skills was a true reflection of the national standards.

The assessment strategy stipulates that F0JK 04, Maintain Health and Safety at Work, must be verified annually and is the key Unit across all levels of the award. Each centre demonstrated a standardised approach within the workplace. It was evident from talking to the candidates, assessors and verifiers that they all had a very good awareness of the importance of health and safety in the workplace — fault reporting, emergency evacuation procedures, manual handling, and isolation of machinery if working on faulty machinery.

Unit specifications, instruments of assessment and exemplification materials

Assessors in both centres demonstrated a high level of familiarity with the Unit specifications, instruments of assessment and exemplification materials. This was evidenced by well documented Unit packs with appropriate instruments of assessment, exemplar answers, assessment schedules, detailed Performance Criteria checklists, minutes of standardisation meetings, and candidates' folios of evidence. Direct observation, questions, discussions, witness testimony, and work products, were all used to record Unit evidence. Conversations with assessors and Internal Verifiers confirmed this judgement.

It was evident that the programme is planned to take account of learners' needs. Assessment occurs when candidates have gained sufficient skills and have a realistic expectation that they will achieve the assessment criteria. Regular feedback to candidates in each centre is evident. Teaching materials are regularly reviewed and linked with other elements of learning, for example SVQ 1 Retailing.

Evidence Requirements

Well documented candidate evidence appropriate to the level of the award and minutes of standardisation meetings confirmed that both centres have a very clear understanding of the Evidence Requirements of the award.

Administration of assessments

Both centres administer assessments at an appropriate level and within an appropriate assessment environment and use workplace assessment/simulation for health and safety situations which rarely or are unlikely to occur. In both centres there was a robust internal verification system evident.

In centre 2 the high industrial focus is relevant to the job of producing the woven cloth. The candidates view the SVQ as a method of certifying that they are a highly skilled and competent. They use relevant machinery and equipment in an industrial environment appropriate to the industry.

In the college centre there is a realistic work/assessment environment appropriate for the candidates. Candidates prepare items to be sold in the college charity shop. This is an excellent way of developing skills across a range of Courses and levels of study.

It is evident that quality standards must be adhered to in order to attract customer sales and return sales. Meaningful skills were developed and possible employment opportunities developed on site within the delivery of the SVQ via the charity shop and the realistic workshop where branded items were produced. The students had developed their own brand identity and were familiar with terminology associated with running a small enterprise.

In both centres candidates are assessed when competent in the skills. At the end of each observation the candidate will read what has been written and sign off the response, discussing any points raised.

Both centres deliver and assess in line with the Creative Skillset assessment strategy.

General feedback

In both centres it was evident from discussions with candidates, assessors and Internal Verifiers that meaningful and enjoyable learning has taken place. There was an excellent supportive relationship between candidates, assessors and verifiers.

All centres recorded feedback to candidates, offering constructive comments.

Candidates demonstrate competence in the workplace at the appropriate award level.

There were no evident barriers to assessment. There was a wide range of ages, genders, nationalities, varying levels of ability and additional support needs evident.

Areas of good practice

- ◆ thorough induction programme for all assessors and verifiers
- ◆ clearly documented roles and responsibilities of all involved in the assessment process, internal verification and quality assurance
- ◆ standardised approach to gathering candidates' evidence in detailed and comprehensive log books, with sample answers and a consistently high standard of work across all candidates' evidence
- ◆ electronic display board in the corridor near the candidates' work area, displaying work produced
- ◆ products on sale in the charity shop staffed by the students — excellent integration of SVQ1 Manufacturing Textile Products and SVQ 1 Retailing
- ◆ excellent assessor and verifier support to candidates and excellent documentation of candidates' evidence available from both centres

Specific areas for improvement

Some candidates could be credited with additional Units due to the nature of the work undertaken, eg F87C 04 *Prepare the Warp for Weaving*.