



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

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

National Courses

Titles/levels of National Courses verified:

442 Skills for Work Creative Digital Media (Intermediate 1)

General comments

Twelve centres were verified this year. One centre was issued with a 'Hold'.

All External Verifiers reported that centres had a clear perspective on the aims and objectives of the Skills for Work award and adhered to the standard exemplified in the revised assessment support packs (ASPs).

The Course would appear to be gaining momentum and popularity with candidate numbers continuing to increase over the past three years.

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

In one instance, a centre was issued with a 'Hold'. This was due to there being insufficient evidence for the External Verifier to make a sound judgement on the assessment process. Centres should be aware that an External Verifier requires marked candidate evidence in order to carry out the verification task. This was addressed at the annual update meeting and External Verifiers agreed to send out a standardised initial contact e-mail to centres informing them that sufficient, marked evidence must be available to the External Verifiers to enable them to make a sound judgement.

Evidence Requirements

In all cases, the centres had a clear understanding of requirements of the Course and individual Units. In some instances, though, there was the need to stress the Skills for Work focus and the need for candidates to experience 'real work'. This could be done by visits, visiting speakers and/or simulation of the workplace.

Administration of assessments

Centres would appear, in the majority, to have embraced the Skills for Work elements of the Course and are actively promoting self-reliance and group work in relation to assessment. The Digital Media elements would appear to be enthusiastically and creatively used to administer assessment judgements and to store assessment materials digitally.

Internal verification

Again, most centres had effective internal verification systems in place. Some centres utilised a sampling of candidate evidence yearly. This sample was cross-marked.

One centre provided a copy of their Policy Document on SQA Verification, which was excellent.

It would appear that the systems in operation are robust and fit for purpose.

Areas of good practice

The follow points are from the External Verifiers' reports:

- ◆ The centre has used a methodology for the delivery of the award which encourages candidates to pursue self-reliance and develop employability skills as a natural part of their experience. The materials used for delivery of the award are excellent, particularly those produced locally to aid the self-evaluation of the candidates.
- ◆ The centre has produced an excellent in-house breakdown of the Course outlining the constituent parts, scheduling the teaching and learning approaches. In general, the centre has a first-class concept of the aims and objectives of this award and its Units.
- ◆ The centre has a wide range of resources, including a recording studio within the centre, available for use by the candidates.
- ◆ Presentations and some group meetings were recorded on video and this was used to provide feedback to the candidates, and also passed to the Internal Verifier if these occurred on a day when he could not be present.
- ◆ Good links to a local photographer and to the local radio station have been established.
- ◆ Candidates used clear, meaningful names when saving digital files.
- ◆ The centre keeps accurate records of progress, breaking each ASP down into its components and labelling each as Red, Amber or Green to indicate their level of success giving the assessor clear and immediate indication of each candidate's progress.
- ◆ The centre has built up a good range of resources to support the Course, including hardware and software, video resources, online links, magazines and careers information.
- ◆ The centre has built good links with industry largely through the BBC Blast workshop. They are currently exploring links with a local web design company and have ideas for other possible links.
- ◆ All candidates take responsibility for their work with the assessor and the candidate signing-off each assessment element and using clear, meaningful names when saving their files.
- ◆ Detailed feedback is provided by the assessor to each candidate via a Tutor Report Form. This provided a platform to monitor progress, especially in employability skills.
- ◆ Students used a diary to plan work and keep a record of completed tasks.
- ◆ A prize was awarded to the candidate group who won the 'pitch' during the Creative Process Unit, helping to provide a realistic work environment.
- ◆ All presentations were filmed providing candidates with the opportunity to view and evaluate their own, and others' performances.

- ◆ Formal partnership with the BBC at Pacific Key, Glasgow. Visit has taken place and a schedule of dates for BBC personnel to visit the school is being compiled.
- ◆ Parents were included in the recruitment process for the award and they are actively supporting the students on this programme. Documented evidence of this process was available.
- ◆ The assessor has fostered a positive sense of group responsibility which has in turn boosted attendance.
- ◆ An end-of-Unit questionnaire is used to provide feedback to the assessor. Although only 50% had completed the questionnaire, all were positive.
- ◆ One day visit to Sabhal Mor Ostaig Media Centre who host private enterprises on the same campus as themselves. Many aspects of Creative Digital Media were observed there. There are other visits planned for June 2012 when the candidates will have hands-on work experience. Further visits are planned for 2012–13.
- ◆ A holistic approach to learning, teaching and assessing, of the first three Units of the Course.
- ◆ The candidates were encouraged to use enterprise skills in the award, as part of their employability skills, to shoot and edit a film of the school musical. This has been sold both nationally and internationally.
- ◆ A progression route to the award has been proposed to the students, SCQF level 5 NPA Television Production. This will help the students to aspire to gain this award to allow their progression.
- ◆ The Internal Verifier kept detailed records of his visits, their outcome and feedback.
- ◆ The Policy Document on SQA Verification was excellent.

Specific areas for improvement

Advice provided by External Verifiers, from external verification reports:

- ◆ One centre where candidates are also undertaking Step-into-Work was asked to consider liaising on employability skills with the Step-into-Work teacher to help lessen the burden of assessment for candidates.
- ◆ Often the assessment feedback was sparse and limited to development points for the candidates. The assessment feedback should be expanded to provide positive feedback to reinforce good skills for work. The centre needs to explore a mechanism for providing the assessor's feedback to the candidates on the digital versions, and for the candidates and assessor to take responsibility for their work by 'signing-off' on each digital assessment.
- ◆ Candidates should always give specific examples of hardware, software and their sources of information and be discouraged from using generic terms.
- ◆ In the Unit Production Project, candidates need to have their individual roles more clearly identified. Candidates may also find it helpful to keep a diary of their progress in this Unit — either in writing, on video, in audio or on a blog.
- ◆ The candidate reviews made at intervals through the Course give an important guide to how the candidates' skills for work are progressing. The

centre should ensure that full use of these is made, especially when identifying particular 'strengths' and 'weaknesses' of the candidates.

- ◆ A discussion was held with the Curriculum Manager and the assessor on the importance of providing the candidates with work experience, a speaker and visits. These opportunities will be actively explored and some individuals were identified as being possible visitors.
- ◆ A more structured approach should be taken to updating checklists and assessments, without interrupting the flow of the holistic approach.
- ◆ It is suggested that all practical coursework is kept in a centrally accessible folder for quick access.