



Higher National Qualifications

And

Scottish Vocational Qualifications

Senior Verifier Report

2008

Subject: **Art and Design**

Sector Panel or SSC:

Date: **30/07/2008**

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

HIGHER NATIONAL UNITS

FEEDBACK TO CENTRES

Insert details relating to specific guidance which should be offered to centres based on the verification of centres.

Include:

- *General comments*
- *Areas of good practice*
- *Areas for further development*

General comments:

External Verifiers were mainly deployed to look at Graded units, though through COVE events and a few College visits HN units were also verified in reasonable numbers.

They covered a variety of subject areas and supported the work leading up to the Graded Unit delivery in most cases

The quality of work and presentation was of a good to high standard and showed excellent creativity and individual skills.

Documentation was excellent and fully supported staff and students in all aspects of delivery, assessment and specialist information

Integrated assessment was being used effectively and as such allowed more time for completion of each unit.

Advice on good practice and areas for further development:

Centres that had recorded work from last session on cd were in a strong position to provide candidates with suitable references to quality and style of work undertaken and achieved.

One centre had devised a "what am I to do sheet?" for the candidates and this enabled a clear understanding of processes and outcomes.

A "tutor reflective analysis form" enabled a close monitoring of candidates along with extensive notes during group work, this type of careful thought on how best to keep candidate progress, participation and input monitored and recorded should be considered by all Centers.

Integrated delivery and assessment when used, proved successful in allowing candidates greater time for completion of course work, for external verification purposes it is essential that clear and identifiable means are used to show where this has taken place.

Where a number of staff are delivering a variety of units, it would benefit all concerned if discussion took place regarding the suitability of briefs and to find common ground where, if appropriate, the same Research and Investigation could be used for most, if not all of the units.

If the course includes a Graded Unit it might be possible to use the same format of Planning, Development Evaluation with a lighter emphasis, for all units, to create an awareness of the need to adhere to a strict timetables, deadlines and to prepare candidates for the Evaluation aspect of the Graded Unit.

Units continue to be a popular means of introducing candidates to different skills, wherever possible careful thought should be given to providing a framework of transferable skills that will feed in to courses on offer at a Higher Level.

HIGHER NATIONAL GRADED UNITS

TITLES/LEVELS OF HN GRADED UNITS VERIFIED

Insert details below

Visual Communication 1& 2
Contemporary Art Practice 1
Art and Design 1
Computer Arts 1
3D Design 1

FEEDBACK TO CENTRES

Insert details relating to specific guidance which should be offered to centres based on the verification of centres.

Include:

- *General comment*
- *Areas of good practice*
- *Areas for further development*

General comments:

There were 17 Colleges Externally Verified with 12 centres undertaking the Visual Communication unit, some at both levels. The other 4 graded units had a take up of 3 for each, those spread over the 17 centres.

Overall the standard of delivery and assessment was excellent with many centres producing excellent tutor and candidate guidance notes as well as additional support material.

Student mentoring and feedback has steadily improved and is proving to be extremely helpful to all involved. The quality of candidate work was in the main being accurately assessed and was of a good to high standard with professional presentation of the evidence.

Internal documentation was found to be of a generally high standard and covered all aspects of Learning, Teaching and Assessment.

Most centres were using SQA developed material and exemplars, though problems still exist with F1X2 34 where the errors on page 7 re. marks for the Planning stage, page 10 the statement " –marks allocated for a fail at the Development stage –" are not in the Unit spec., still have to be corrected.

Advice on good practice and areas for further development:

Where Design Briefs are centre devised, care has to be taken to ensure that they are meeting all the requirement of the level and allowing equally creative opportunities for all the candidates and as such they should be carefully vetted.

The nature of Graded Units is such that they are delivered towards the end of the session to build up skills. Where the candidates had been given the briefs some time before commencement of the unit it was found to be of benefit in allowing the Planning stage to be completed quicker so allowing more time for Development.

A guide explaining what is expected to be included in the Evaluation is beneficial in providing a framework for noting aspects that the candidate can then expand upon when completing the Evaluation.

Team teaching where staff bring different specialist skills together has proved beneficial to the candidates in showing how a variety of creative approaches can be developed.

This has also been useful in team building, assessment and standardisation.

Integrated assessment is still the best way of covering the many aspects of the varied disciplines that have to be covered and those centres employing this method have found it extremely beneficial.

Centers should give thought to creating their own Design Briefs that meet the SQA criteria for the levels and that allow the full exploitation, creatively, of the knowledge and skills gained previously

SVQ AWARDS

TITLES/LEVELS OF SVQ AWARDS VERIFIED

Insert details below

Level 2 Jewellery Manufacture G7JY 22

FEEDBACK TO CENTRES

Insert details relating to specific guidance which should be offered to centres based on the verification of centres.

Include:

- *General comments*
- *Areas of good practice*
- *Areas for further development*

General comments:

Again the quality of work being presented for External Verification was of a high standard. The candidate was well supported both by the Company and the External Agency overseeing the training. The candidate had covered all aspects of the course and had produced work both under supervision and also through her own initiative; this showed the commitment of the Company to its staff and the benefits of the award as a motivating factor.

Advice on good practice and areas for further development:

Some very good practice was evident, the candidate was allowed time for undertaking both practical and written aspects of the course, staff support was always available and the company as part of the training provided actual commissions and repairs for the candidate to work with.

Time for attending additional training courses was supported by the Company and they actively encouraged candidates to identify suitable opportunities and to attend them.

A diary/notebook format for monitoring progress and attainment is extremely useful in charting progress and recording personal observations.

The diary/notebook would be useful for all candidates, but annotation is an integral part of this recording and benefits the mentor and External Verifier alike, so should be encouraged.

SVQs in general in the field of Art and Design and in its commercial context are rewarding and invaluable in providing motivated and well trained staff.

As such other Art and Design based craft companies should be looking at involving their staff in SVQs and using APL as a means of fast tracking initial studies.

NATIONAL UNITS

(i.e. Freestanding units which contribute to NPAs or NCs etc.)

TITLES/LEVELS OF NATIONAL UNITS VERIFIED

Insert details below

None this session

FEEDBACK TO CENTRES

Insert details relating to specific guidance which should be offered to centres based on the verification of centres.

Include:

- *General comments*
- *Areas of good practice*
- *Areas for further development*

General comments:

N/A

Advice on good practice and areas for further development:

N/A