



**National Qualifications 2013
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

During visiting verification it was apparent that the work produced by candidates across all centres was consistent with the expected standards and, in most cases, exceptionally high. This indicates clearly that the delivering centres have an accurate understanding of national standards and how they should be applied. It was also noted that 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 or exceeding national standards whilst meeting the needs of candidates.

A variety of approaches to delivery were observed; a range of skills were developed; and a number of interesting creative projects were produced.

Collaboration between teaching departments was found in several centres, and in a few centres the course was being partially delivered by staff from departments such as English, Technology and Computing. This highlights the flexibility and possibilities offered by the Creative Industries Skills for Work award.

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 the majority of candidates.

Following visiting verification, only one centre had a 'Not Accepted' decision. This was subsequently resolved and 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 selected for verification in 2013 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. However, it is also noted that in some cases the perceived volume of work was proving to be challenging for some candidates and centres.

During visiting verification the message to centres has been for centres to have the confidence to adapt the NAB material to suit individuals and specific projects. However, in such instances, the role of the Internal Verifier is crucial in ensuring that standards remain consistent when materials have been adapted, or new approaches to generating or capturing evidence have been developed. All centres have been invited to make use of the prior verification service offered by SQA when developing their own instruments of assessment.

Across all centres, high levels of attainment are expected by internal assessors, with a view to encouraging candidates to fulfil their own potential. It was observed that staff were sensitive to the age, experiences and abilities of each individual candidate.

Evidence Requirements

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

Assessments were found to be consistent, valid, reliable and fair. Assessments set by centres fully met the required standards of the Units in almost all instances. Comments on candidate submissions in the vast majority of centres were found to be supportive and clearly outlined strengths as well as areas for development or improvement. In relation to candidate feedback, it was highlighted that the use of formal written or verbal feedback was sometimes inconsistent between centres and, in some cases, between candidates in the same centre. It is essential for candidates, assessors and verifiers (internal and external) to have access to this feedback in order to monitor progress and to act as a tool for reflection and improvement. Recording this feedback will also help to ensure that national standards are being applied and that the Evidence Requirements set out in the Unit specification are being met.

Administration of the Course and recording of assessment decisions and overall attainment was generally very clear across most centres. The decisions made by assessors were valid, and in almost all cases there was evidence of internal verification (IV) having taken place. In most instances, assessments were marked by all assessors individually and then signed off by other delivering staff, the Course Leader or the Principal Teacher. Whilst it is recognised that many centres do not have standardised IV policies in place, there appears to be an increasing use of formal and informal IV systems being used by individual departments and staff. Many centres have been recording discussions between assessors, countersigning marked work, cross-marking and detailing other verification activity which clearly benefits delivering staff as well as Internal and External Verifiers.

Administration of assessments

In most centres, the use of NABs helped 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. In some instances, it was noted that where a re-assessment had taken place, the feedback given to the candidate on the original submission was not available for

external verification. It is advised that all evidence relating to previous attempts is retained for external and internal verification purposes.

A variety of forms of evidence was used to demonstrate that standards of performance had been achieved. In one centre, the production of an information leaflet which promoted the creative industries was used to provide evidence for the Introduction Unit. This material also 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.

Other forms of evidence-gathering included the production of materials (artefacts), presentations, videos, workbooks, assessor observation checklists and candidate evaluations, as well as a variety of other approaches. All of this material was accompanied by individual candidate checklists, where appropriate, and class record sheets which detailed attainment and achievement.

In one centre where the Course is delivered across two sites, robust pre-delivery and standardisation meetings were held before the Course started 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 *Skills Development* Unit, appropriate to the specific cohort. It was observed that the NAB was flexible enough to adapt in order to appeal to a specific target audience.

In another centre, the Course was delivered to large numbers of candidates across a range of creative industries courses. Again, strict internal verification ensured that standards relating to learning, teaching and assessment were maintained.

Several centres were integrating the *Creative Process* Unit and the *Creative Project* Unit alongside elements of Skills Development (development of skills) and *Introduction to the Creative Industries* (candidate reviews). This was carefully mapped out prior to delivery and checklists ensured that all aspects of the Units were being addressed.

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 verifier 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.

The following examples outline specific contexts for delivery observed during external verification:

Candidates in one centre had the opportunity to engage in a range of creative areas, including: puppetry, managing a live performance and video production. The centre engaged well with creative and local communities with many inspiring and knowledgeable industry speakers reinforcing what was being learned in the classroom. With the industry input, candidates had a clear understanding of audience (or customer) and were able to take a live production out to a local nursery. In addition, candidates were engaged in activities with clear commercial strengths and profitable outcomes; a fact in which they took considerable pride.

In another centre, the Course was delivered by the English department with a focus on film-making, animation, photography and comics/graphic novels. Candidates were given choices within these areas and encouraged to identify their area of interest. Candidates worked individually and in groups to create presentations for P7 groups as part of their transition to secondary school. Timetabled art and design classes helped to develop the practical skills required to create high-quality products.

A partnership between a secondary school, college, art school, architectural consultancy firm and a local council provided opportunities for candidates to work to a live brief. The brief was to create a temporary structure that could be used to sell a product. The design input for the brief came from product design students from the art school and the architectural consultancy firm. The Art Department with support from the Technology Department assisted candidates in the production of a 'pop-up structure' which received recognition on a wider stage, as the project was well publicised throughout. This illustrates the effective use of educational and creative partners to initiate a remit, support delivery and to provide a real-life and valuable experience for the candidates. The final model was displayed and gave an excellent record and illustration of the work achieved through the Course. In addition, lots of photographic work as well as filmed recordings of presentations made were displayed and used as evidence to support the NAB achievement.

Photography provided the context for the Course in another centre. The photographic work was found to be of an extremely high standard and was used to create an exhibition of high-quality work. Support and advice was given to candidates from industry partners, including local galleries and a camera store. Candidates were advised on equipment choice and technical aspects of photography and exhibition planning. This further highlights the effectiveness of educational and creative partners on the success of a project and the development of skills for work.

One centre used the Skills for Work Course to develop skills in Theatre in Education. The centre devised a brief which required candidates to develop a performance around health and wellbeing which was then delivered to pupils in the lower school. This was supported by drama workshops, facilitated by the Skills for Work candidates, for the lower school pupils around the issues highlighted in the performance. The confidence of the candidates and their contribution to the promotion of health and wellbeing were highlighted as real strengths. The Course also provided opportunities for the candidates to deliver a

second performance to the local primary school after reflecting and building on their experiences in the first performance.

The theme of enterprise was used to accompany Skills for Work in one centre. Candidates in this centre created ceramic artefacts which they went on to sell throughout the school. Candidates used this as an opportunity to gain feedback from customers, which was used for the *Creative Process* Unit to inform creative decisions in relation to the *Creative Project* Unit. After receiving this feedback the candidates produced further high-quality products which were sold through commercial businesses in the local area. This gave candidates a great deal of satisfaction as well as an insight into how a commercial business operates and the importance of market research in meeting demand for a product.

One centre used video production as the basis for the Course. Candidates worked in teams to produce videos in response to live briefs (commissions). Candidates were involved in the production of instructional videos for carers and patients engaged in podiatry. These videos were produced and distributed within the local health board area. Further examples included the filming of a theatre performance and the production of a 'behind the scenes' feature — a short film which promoted the work of a local charity. This video was then used to promote the charity and help secure future funding.

Specific areas for improvement

In some cases, feedback to candidates appears to be inconsistent. The importance of consistent, clear and valuable feedback is highlighted to all centres. The recording of feedback to candidates for the purposes of internal and external verification is also recommended.

Where possible, collaboration between teaching departments could be explored in order that the candidate is supported and given opportunities to contextualise learning.

Centres should be encouraged to have the confidence to adapt the NAB material to suit individuals and specific projects. Where this is the case, robust internal verification and/or the prior verification service offered by SQA should be used in order to ensure that national standards are maintained.

It is recommended that, where re-assessment has taken place, all evidence relating to previous attempts is retained for external and internal verification purposes.

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

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.

Engaging with real-life projects — although not absolutely necessary— helps to provide a realistic working environment and context for candidates, which ultimately helps to develop their skills for work. The use of educational and creative partners to initiate a remit or support delivery is essential, providing candidates with an opportunity to experience what the creative industries can offer. Opportunities which address this should be explored wherever possible.