



**National Qualifications 2011
Internal Assessment Report
Skills for Work — Creative Digital Media**

Intermediate 1

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

This is the second presentation of the Skills for Work — Creative Digital Media (Intermediate 1) Course.

External Verifiers carried out the following visits:

- ◆ nine external verification visits
- ◆ three approval visits
- ◆ one post-approval development visit

All External Verifiers reported that centres had a clear perspective of the aims and objectives of the Course and adhered to the standard exemplified in the revised National Assessment Bank materials (NABs).

All the centres that were visited used the revised NABs. Assessors were well versed in the demands of the assessment instruments and most had provided student worksheets online, which enhanced the assessment process and complied with the ethos of the award.

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.

Evidence Requirements

The four Unit NABs were revised for session 2010–11 to make them more accessible and to reduce the assessment burden.

On 16 September 2010, an event was held for practitioners to network and to provide a preview of the new NABs. All practitioners agreed that the assessment burden had been substantially reduced and this was welcomed. This appeared to be the case when visiting verification was carried out.

There were no instances of centres not having a clear understanding of the assessment requirements.

Administration of assessment

Centres appear to have embraced digital culture with regard to the products produced. Some had provided the student worksheet assessments in digital format which enhanced the assessment process. Others were using video to allow peer- and self-evaluation. All were assessing to the standard exemplified in the NABs and were using all the NABs.

Some centres discussed producing their own locally devised case studies and were encouraged to do this to make the assessment tasks more relevant. They were all informed about the prior verification service provided by SQA.

Internal verification

Most centres had effective internal verification systems in place that were based on a three-year cycle. Other centres sampled candidate evidence yearly and cross-marked the sample. It would appear that these systems are very robust and fit for purpose.

Areas of good practice/areas for improvement

The following examples of good practice were identified by External Verifiers:

- ◆ Close working partnerships between assessors.
- ◆ Candidates creating an agenda for meetings, videoing the meetings and producing minutes — so providing valuable feedback to the candidates and assessors on candidate performance.
- ◆ Candidates videoing formative presentation work — providing opportunities, not only to use hardware and software, but for peer- and self-evaluation of performance.
- ◆ Integrating the entire Course to provide a realistic working environment.
- ◆ Sixth year pupils mentoring second year pupils.
- ◆ Candidates producing a wide variety of products, for example websites, videos and games.
- ◆ Candidates carrying out some make-up artistry techniques and photographing the results, then providing presentations explaining the techniques to be used by groups in the future.
- ◆ Using monthly review sheets to provide a good record of each candidate's progress throughout the Course. In the form of a grid, they allow the assessor and Internal/External Verifier to review class progress in one document.
- ◆ Working to build the self-esteem and confidence of their candidates. One centre has candidates who for differing reasons have struggled to 'fit in' to mainstream education. The candidates are encouraged to bring their own existing skills and knowledge of digital media and apply these to the problems being posed by the Course. The teacher is guiding them rather than determining their work during the Course, especially as it moves towards the final project.
- ◆ Keeping a photographic record of the transient images on a team's whiteboard during their brainstorming discussion — providing not only a useful record of their thinking but of how their thinking developed for their final presentation in the creative process Unit.
- ◆ Centres building good relations with a variety of professionals in the industry and drawing on these to provide the candidates with real-life experiences of working in the industry. One centre had good links with the BBC and RadioTay.

Other points

Candidates took the self-evaluation activities seriously and their honest and detailed evaluation revealed real effort and insight.

Candidates took pride and pleasure in developing their creative digital production skills and clearly enjoyed the tasks set for them. This was especially evident where these activities were of value to others, for example a video for a charity evening, a video of sports day, and publicity materials to promote a careers evening.

Areas for improvement

Centres should complete progress and assessment records as required across the timescale of the Unit whilst maintaining the links with other Units.

A clear focus on industry relationships is helpful. One centre had industry contacts but these had not been well integrated into delivery, although this was partly due to the disruption of severe winter weather.

Although verification guidance stresses that much of the assessment is process based rather than product based, it would be helpful for Verifiers if product evidence was also available.