



**Higher National and Vocational Qualifications
Internal Assessment Report 2016
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

The following Higher National units were verified:

F194 34 Surface Decoration: an Introduction

F193 34 Printed Textiles: an Introduction

F192 35 Printed Textiles: Advanced

F18M 34 Textile Techniques: an Introduction

F18N 35 Textile Techniques: Advanced

The rationale for selection was: to gauge the improvement of standards of candidate evidence from introductory and advanced units; to evidence assessor and verifier standardisation and team work within the centre; and to ensure adherence to the national standards for the selected units.

The centre had significant strengths in the judgement of candidate evidence and a clear and accurate understanding of the requirements of the national standards in all units. It was identified that candidates could be more evaluative in their comments when justifying the suitability of fabric properties for selection.

Unit specifications, instruments of assessment and exemplification materials

The centre was familiar with the unit specifications, instruments of assessment and exemplification materials. Holistic integration of units and assessments created more meaningful learning for candidates.

The centre had a team approach to standardisation, which was evidenced in their internal verification reports and minutes of team meetings.

Working collaboratively with other centres to share assessment materials, at SQA's Qualification Support Team meeting, will further assist with standardisation of assessment decisions across all centres.

Evidence requirements

The centre demonstrated a clear understanding of the evidence requirements for the units.

All candidate evidence was judged appropriately at the correct level for the units, and good progression from SCQF level 7 to level 8 was evident.

Administration of assessments

Course delivery and instruments of assessment were current and appropriate for the units, and level for the qualification. They reflected the group award and provided the candidates with the knowledge and skills required.

A robust internal verification procedure was evident. Constructive feedback and support was evidenced in all candidate feedback on assessment decisions.

Standardisation minutes confirmed that verifiers and assessors had regular discussion regarding candidate evidence.

The instruments of assessment were approved by the internal curriculum group before use. Instruments of assessment were available in hard copy and electronic format on the centre's VLE, giving candidates and staff online access.

General feedback

Candidates were satisfied with the resources, feedback and support from staff.

Areas of good practice

Extensive use of innovative materials was highlighted as good practice.

Specific areas for improvement

There were no recommendations for improvement.

Higher National graded units

Titles/levels of HN graded units verified:

F1RA 34 Textiles: Graded Unit 1

F2EK 35 HND Fashion: Design and Production with Retail

Three centres were visited and Higher National graded units from the following courses were externally verified: HNC Textiles and HND Fashion: Design and Production with Retail.

General comments

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

All centres demonstrated a clear and accurate understanding of the requirements of the national standards.

Two centres produced candidate evidence for HNC Textiles Graded Unit 1. One centre produced candidate evidence for HND Fashion: Design and Production with Retail. Each centre provided detailed feedback to candidates for the various mentoring stages. In all centres, candidate evidence was graded appropriately.

In all of the graded units verified, the instruments of assessment were well written and open to a wide range of contexts. Marking schemes were available for all centres which showed evidence of internal standardisation. In all centres, there was evidence of thorough marking of candidate evidence and good constructive feedback given to candidates.

The external verifiers agreed with all of the centres' grading decisions.

Unit specifications, instruments of assessment and exemplification materials

A practical assignment was the most appropriate instrument of assessment for all of the graded units verified. It was evident that all centres are familiar with the unit specification, instruments of assessment and exemplification materials.

There was evidence in all of the graded units verified that candidates had fair access to the assessment, as well as inclusive design briefs exploring different cultures and identities. Group discussions at the Qualification Support Team meetings at SQA have helped to standardise and benchmark student work. Centres that do participate would agree this is an excellent event to share good practice.

Evidence requirements

All of the centres verified had a clear understanding of the evidence requirements for the graded units. Benchmarking at the SQA Qualification Support Team standardisation meeting has helped this process.

All centres had well written briefs which were open to a wide range of contexts. Most centres used a team approach to produce exciting and appropriate briefs for candidates and the assessment specifications. One centre used briefs from the SQA's published list of exemplar briefs.

Marking schemes were available for all graded units. Robust internal verification procedures were evident in all centres.

Assessment instruments were available in hard copy, and also on the centres' VLEs, with appropriate support notes.

Administration of assessments

All centres had a creative approach to delivery of the graded units. In most centres, key dates for the delivery were indicated to candidates for the planning, development and evaluation stages. It was evident that independent learning had occurred, and that the candidates enjoyed the learning experience.

A robust internal verification system was evident in all centres. Pre-, ongoing and post-delivery checklists, with candidate feedback where appropriate, were available along with a minute of meetings held.

There was a strong team approach to internal verification in all centres where candidate evidence had been marked by the assessor, with 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 candidate evidence.

One centre 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

Candidates commented on a high level of mentoring support, enjoyment of carrying out the unit, what was learned, interpretation of the project brief, the planning and organisational skills developed, progression and career aspirations, resources, timetabling, and meeting deadlines. In one centre, candidates felt that there was insufficient space for pattern cutting due to the class size.

Recorded written feedback from candidates reflected on what was learned within the graded 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.

A wide range of candidate evidence was externally verified, and all reflected the grades awarded. A very good level of tutor support was evidenced, with good constructive comments to candidates at various stages evidenced within all centres.

Areas of good practice

- ◆ Clear evaluative feedback helped candidates produce meaningful evaluations.
- ◆ In one centre, the design brief was linked to a 'live project', which motivated learners.
- ◆ Excellent presentation of candidates' work, with all evidence clearly labelled to identify candidates' work.

Specific areas for improvement

There were no recommended actions for improvement.

SVQ awards

General comments

One centre delivering the Manufacturing Textile Products at SVQ levels 1 and 3 was externally verified. A clear and accurate understanding of the requirements of the national standards at the appropriate level of the award was evidenced.

A satisfactory level of candidate evidence was observed indicating a standardised approach to delivery and assessment.

The centre is a college provider which manages the delivery of the SVQ within an industrial workplace.

The level of skills demonstrated was a true reflection of the national standards and credited candidates with appropriate SVQ units in their various vocational areas.

F0JK 04 Maintain Health and Safety at Work must be verified annually and is the key unit across all levels of the award. It was evident from talking to the candidates, assessors and verifiers that 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 faulty.

Unit specifications, instruments of assessment and exemplification materials

The assessor 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 candidate folios of evidence.

Direct observation, questions, discussions, witness testimony, work products, photographs of various processes and end products were all used to record unit evidence. Conversations with the assessor and internal verifier confirmed this judgement.

It was evident that both programmes are planned to take account of learner 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 was evident. Teaching materials are regularly reviewed.

Evidence requirements

Well documented candidate evidence appropriate to the level of the award, and minutes of standardisation meetings held, confirmed that the centre had a very

clear understanding of the evidence requirements of the award. Appropriate units were selected for the different areas within the workplace.

The centre administers assessments at an appropriate level and within an appropriate assessment environment. Workplace assessment was evidenced — or simulation evidence for health and safety situations which rarely occur, or are unlikely to occur. A robust internal verification system was evident.

Candidates view the SVQ as a method of certifying that they are highly skilled and competent in the production of the cloth. They use relevant machinery and equipment in an environment appropriate to the industry.

Administration of assessments

The managing centre administers assessments at an appropriate level, within an appropriate assessment environment, and uses workplace assessment or simulation for health and safety situations which rarely occur, or are unlikely to occur. A robust internal verification system was evident.

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.

The centre delivers and assesses in line with the assessment strategy guidelines.

General feedback

It was evident from discussions with candidates, the assessor and the internal verifier that meaningful and enjoyable learning has taken place. There was an excellent, supportive relationship between candidates, assessor and internal verifier.

The centre records 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 age, gender and nationalities. Where English was not the first language, appropriate candidate support in the candidates' native language was available.

Areas of good practice

The CPD benefits to the assessor of 'shadowing' workplace supervisors provided meaningful support to the assessor.

The internal verifiers and assessors from various workplaces managed by the college, exchanged candidate log books to standardise and review each other's work. This provided a meaningful approach to standardisation and enabled the various workplaces to review candidate evidence according to the national standards.

Specific areas for improvement

There were no recommended actions for improvement.