



**National Qualifications 2015
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:

Skills for Work: Creative Digital Media (SCQF level 4)

General comments

External verification was successful in the four centres that were visited.

External verifiers reported that the centres delivering the Skills for Work award were enthusiastic about the award and the skills for work elements.

Centres had a clear perspective on the aims and objectives of the Skills for Work award and adhered to the standard exemplified in the National Assessment Bank materials (NABs).

While 15 centres were selected for external verification, only four were found to be presenting candidates. The table below shows the number of external verification visits over the last six years.

Number of centres externally verified

Year	2010	2011	2012	2013	2014	2015
Centres	9	9	10	9	5	4

It is clear from the above data that the number of centres presenting candidates has fallen again this year. The new awards at SCQF level 4 may have had a detrimental effect on the ability of centres to deliver this award because of timetabling arrangements.

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

All centres administered assessments to meet the standard exemplified in the revised NABs.

Three out of the four centres had modified the NABs: they had written their own briefs to engage the learners more fully. All were using the checklists and pro formas supplied in the NABs.

During discussion with practitioners it was found that some challenges existed in learners undertaking the paperwork to support their practical activities (checklists and pro formas). Two centres reported that although learners were able to undertake practical activities to the standard exemplified in the NABs they were unable to complete the checklists. Perhaps a more 'creative' approach to assessment could be devised to allow these learners to achieve. Discussion of

video blogs, online diaries, online collaborative work, story boards, mind-maps and other 'creative' activities could be utilised to meet the standard.

Centres are advised to use SQA's prior verification service if producing in-house instruments of assessment.

Evidence Requirements

Evidence was of a high standard and on occasion far exceeded SCQF level 4. Care is required to ensure that all of the evidence produced by the learners is judged at level 4 and that less able learners are not required to exceed this level. Requirements with regards to skills for work may be problematic for some learners as the skills for work elements of the award are in the form of checklists and pro formas and learners often want to focus on project work.

In almost all cases the checklists and pro formas were word-processed and when printed, countersigned and dated by the assessor and the learner.

Learners undertaking the award would appear to be fully engaged and interested in the creative digital media industry.

Centres had a clear understanding of requirements of the Course and individual Units. The centres were also aware of the Skills for Work emphasis in this award.

Administration of assessments

Assessment evidence was marked fairly and to the standard exemplified in the National Assessment Bank packs. In almost all the centres that were externally verified, it was found that they had written their own assessment case studies. One centre had a real client.

Access to industry standard digital media hardware and software has become the norm for use in the award and the centres were found to be using current versions of software.

Internal verification in the centres was found to be robust. Records of course team meetings between internal verifiers and assessors were presented in evidence while undertaking external verification. Internal verification of NABs and plans for learning and teaching of the award were also evidenced.

Areas of good practice

The following areas of good practice are from external verification reports during session 2014–15:

- ◆ 'Learners have produced film, created apps and delivered presentations. All are very engaged in these productions.'
- ◆ 'Learning materials produced by Scotland's Colleges are being used as a basis for in-house learning and teaching materials using digital media with good graphic content.'

- ◆ 'Candidates stay after school once per week to undertake further work related to the award. The school has provided transport where required to further this endeavour.'
- ◆ 'The Master folder was digitised and held in a shared directory.'
- ◆ 'The skills for work nature of the award was addressed by engaging with an industry partner to act as client for the Production Project Unit.'
- ◆ 'CAD from the technical department aided design work.'
- ◆ 'There were records of course team meetings and planning of delivery.'
- ◆ 'The internal verifier provided comments on each individual candidate.'
- ◆ 'A 'live' client provided the project brief.'
- ◆ 'One centre organised visiting speakers from industry to come to the centre to talk to the young people and run workshops.'

Specific areas for improvement

The following areas for improvement are from external verification reports during session 2014–15:

- ◆ Centres are recommended to use SQA's prior verification service if they wish to change the assessment materials for the award.
- ◆ There should be clear links to evidence on checklists.
- ◆ Some candidate digital folders could be better organised. A simpler structure makes it easier to navigate evidence.