NQ Verification 2021–22 Round 1

Qualification Verification Summary Report

Section 1: Verification group information

01

Verification group name:	**Art and Design**
Verification event/visiting information:	**Visit**
Date published:	**June 2022**

National Courses/Units verified:

H202 73	National 3	Art and Design:	Expressive Activity
H6NL 73	National 3	Art and Design:	Expressive Activity with a Scottish Context
H202 74	National 4	Art and Design:	Expressive Activity
H204 74	National 4	Art and Design:	Design Activity
H6NL 74	National 5	Art and Design:	Expressive Activity with a Scottish Context

Section 2: Comments on assessment

02

Assessment approaches

All centres at all levels chose to follow the unit-by-unit approach.

Good practice was identified through a variety of approaches. The opportunity for personal choice in terms of expressive and design themes clearly supported candidate engagement. Artists and designers used for outcome 1 who were clearly linked to outcome 2 provided support and cohesion for candidates.

It was clear that candidate engagement was increased when a centre had allowed for personalisation and choice in terms of responding to an expressive theme or design brief. This was evident through the quality of the work produced.

There were issues identified with centre-generated assessment records. Issues with the transfer of assessment standards were identified, this led to a lack of clarity, information, and incorrect application of assessment judgements. Centres are advised to use the SQA candidate and class assessment documents.

There were minor issues with centre understanding of the requirements of the units. Centres should fully engage with the documents, particularly the unit

assessment support packs, and pay particular attention to the National Course modification summary: Art and Design.

Inconsistent use of candidate assessment records and record keeping was noted as a concern, when assessed candidate evidence did not tally up with judgements made against assessment standards. Anomalies were also noted on the Verification Sample Form which did not reflect the assessment judgements made on the candidate assessment record. Centres must note that the visiting verifier requires a 'pass' or 'fail' only for each candidate based on the most recent assessment of that candidate's evidence.

Robust assessment and internal verification procedures should stop these issues from occurring and impacting on verification outcomes.

Assessment judgements

Nearly all centres had assessment judgements in line with national standards and were deemed to be reliable and accepted. It was clear to verifiers that centres were making good use of the judging evidence tables to support assessment decisions. Verifiers noted that written feedback in relation to each assessment standard proved to be an excellent way to support the learning and teaching process and to clarify assessment decisions.

There were some issues with candidate assessment records that showed failed assessment standards but were given a pass overall on the Verification Sample Form.

A mismatch was noted between continuity and quality of candidate evidence against the assessment standards. It is very important that centres pay careful attention to unit requirements.

'Pass' or 'fail' is required on the Verification Sample Form for each candidate, the use of 'complete' or 'incomplete' is not acceptable.

03 ▶ Section 3: General comments

It was positive for verifiers to see evidence and paperwork neatly laid out and well organised with labels in preparation for the verification visit.

It was noted as good practice when differentiated resources and prompts had been created for candidates who have a wide range of abilities.

It was pleasing to see a wide and varied range of materials, media and techniques used in expressive unit evidence. Dry media such as pencils, pen, chalk, and oil pastels along with collage were complemented by wet media such as acrylic, watercolour, printmaking and pen and ink. This wide use of media and varied source material was personalised which clearly engaged and encouraged candidates.

The local environment proved a fertile resource for candidates doing the Expressive Activity with a Scottish Context. Candidates focused on landscape, wildlife and built environment with clear links to relevant Scottish artists.

Design briefs with individual and personal themes catering for individual needs provided high pupil engagement. There were creative, exciting examples of neckpieces, posters and book jackets using various media such as print, collage, mark making, marbling and paper coiling.

Thorough and robust approaches to internal verification were noted by verifiers with both SQA and centre-devised candidate assessment records being used. It is good practice to have candidate assessment records which note assessment evidence with comments and feedback signed and dated by the assessor. This should be followed up with this evidence being checked, dated, and signed by the internal verifier. These approaches should be adopted by all centres as they provide excellent opportunities for quality assurance and to give feedback to candidates on their unit progress.

It was noted as good practice when centres planned to assess candidates at strategic points throughout the year according to department or school policy.

The collaboration between centres was consistently noted in terms of the verification of assessment standards. The professional dialogue was clear to see in terms of detailed records between local and partner centres as well as at authority and regional levels.

Most centres have an internal verification policy in place. Art and Design departments should consider developing a bespoke policy that meets the needs of their setting and candidates.

Centres must be fully prepared for the requirements of a verification visit and have all the necessary documentation and assessment evidence as outlined in the visit plan. Verifiers are available to fully discuss the procedures and the requirements of the visit in advance of the agreed date. It is concerning to find a centre who has little, or no evidence assessed prior to a verification visit. Centres should make the verifier aware of any issues prior to a visit taking place to allow support to be provided.