



**National Qualifications 2017
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 at SCQF level 5 (C276 75)

Creative Industries: An Introduction	FH60 11
Creative Industries: Skills Development	FH61 11
Creative Industries: Creative Process	FH62 11
Creative Industries: Creative Project	FH63 11

General comments

The outcome of external verification visits for most centres was positive, with most centres successfully demonstrating their ability to deliver and assess the award.

Centres visited during the verification period, in almost all cases, continue to demonstrate an informed and accurate understanding of national standards and how they should be applied.

In most centres, assessments were administered to the standards exemplified in the National Assessment Bank (NAB) materials and, in several instances, candidate work was above the standard expected.

Several centres used industry partners to reinforce the learning that was taking place in the classroom. Examples included guest speakers, practical workshops and visits to workplaces and art galleries. One centre had high-profile guest speakers including a TV set designer, a marketing and advertising executive, a fashion designer, and an artist. These guest speakers discussed what it takes to be successful and employable in the creative industries. This particular centre used the guest speakers to help inform the candidate research required for the Creative Industries: An Introduction unit, where candidates produced A3 posters of their findings for outcomes 1 and 2.

In another centre, candidates were working on a live brief set by a national charitable organisation. This gave the candidates the opportunity to produce evidence required for the Creative Industries: Skills Development, Creative Industries: Creative Process, and Creative Industries: Creative Project units, as well as engaging in a real-life project which would see thousands of visitors viewing a piece of artwork on display at a major tourist attraction.

Centres should establish and maintain relationships and partnerships with creative industries professionals wherever possible. Engaging with industry partners is a key factor in providing candidates with a true picture of the skills and attitudes required to be successful in the creative industries.

Course arrangements, unit specifications, instruments of assessment and exemplification materials

Most centres were able to demonstrate their use of the course specification to assist with the context for delivery. Almost all centres were able to provide verifiers with documentation including arrangements documents, unit specifications, assessment instruments, exemplification materials and evidence of internal verification and assessment decisions.

Assessors and internal verifiers were able to discuss confidently the aims and intentions of the course and approaches to generating sufficient and appropriate evidence. All centres were aware of the of SQA NAB materials.

Many of the centres verified this session were making use of NAB materials and verifiers found candidate evidence to be consistent across candidates and centres. In some instances, verifiers noted that candidate evidence was above the standard expected at this level. Assessors and candidates continue to find these resources valuable and accessible.

The verification team noted an increase in centres developing their own approaches to gathering evidence for assessment purposes. Centres should have the confidence to gather evidence in creative ways and in ways that suit individual candidates.

Evidence requirements

It was clear from external verifiers' reports that most candidates retained thorough and well-presented folios. The vast majority of candidate portfolios were comprehensive and took various forms including paper-based and electronic folios. It was clear that assessors gave candidates sufficient instruction, through well-considered briefs and tasks, allowing them to generate the necessary evidence and present it appropriately.

Centres made a variety of evidence available for external verification, demonstrating standards of performance, eg video recordings of candidate performances and accompanying observational checklists, product evidence in the form of news reports, costume design, photographs, artwork and musical recordings. The observational checklists detailed candidate performance and provided valuable, constructive feedback. In almost all cases, there was evidence to demonstrate candidates' actions in response to feedback.

Administration of assessments

Verifiers found that NAB materials helped assessors to apply assessment judgements consistently in line with the standards set out in the unit specifications.

Most centres held meetings before the course started to ensure standardisation and consistency in approaches to learning, teaching and assessment. Almost all centres were able to provide evidence of pre- or post-delivery standardisation and course/lesson planning in the form of minutes and plans. These minutes and

plans also included information about integration of assessment and detailed types and standards of evidence expected. These records were valuable to delivery teams and helpful during external verification.

Administration of the course, recording of assessment decisions and overall attainment was clear in most centres. Verifiers found that assessment decisions were consistent and, in almost all cases, that internal verification had taken place. In most centres, assessors marked assessments and then a designated internal verifier cross-marked and signed them off. Assessors and internal verifiers highlighted that unit specifications and NAB materials help with effective standardisation of assessment and marking decisions.

Areas of good practice

During external verification visits, teaching staff emphasised the flexibility of the course. It is flexible and open enough to cater for specific needs of groups and individuals, and this offers centres the opportunity to tailor the course to suit the specialisms of the centre.

For a second year, a Glasgow school collaborated with Glasgow Museum of Modern Art to provide opportunities for candidates to make and sell pieces of work through the museum shop. This partnership allowed candidates the opportunity to visit the museum and meet with staff to find out about the wide variety of jobs there. Candidates used this visit to inform the research required for the Creative Industries: An Introduction unit. The candidates met with the retail manager who set them a brief to produce pieces of artwork that they could sell through the museum shop. In response to the brief, candidates prepared their own responses before agreeing on a team pitch. The preparation and delivery of the pitch contributed to the evidence required for the Creative Industries: Creative Process unit. Candidates then produced the pieces of work, contributing to the evidence required for the Creative Industries: Creative Project unit and the Creative Industries: Skills Development unit. For this particular project, candidates produced high-quality collages of the museum from recycled materials.

Candidates from another centre put on two exhibitions of pieces of work in a local independent gallery. They had to curate, produce work, prepare work for sale and promote the events. The exhibitions had opening nights and the exhibitions ran for an extended period. These candidates were also working towards either National 5 or Higher Art and Design qualifications. The Skills for Work course gave them the opportunity to use the skills gained in their Art and Design classes alongside their newly acquired skills for work. Throughout the entire process of preparing for the exhibition, candidates gained an insight into the variety of tasks involved in organising an art exhibition. As a direct result of participating in the exhibition, the candidates felt increasingly confident in dealing with the public and gallery owners. They believed that the Skills for Work course prepared them well for employment in their chosen specialist area.

One centre used individual candidate blogs to track their progress, document activities, record feedback and document reflection on tasks. Verifiers noted that this was an effective and engaging way of producing, retaining and presenting evidence for each of the units.

Including the Skills for Work course in the National Certificate in Creative Industries at SCQF level 5 has allowed one college to enhance and build candidates' core and essential skills such as Communication, ICT, Problem Solving, Enterprise and Entrepreneurialism. The college achieved this by contextualising much of the work required to achieve these core and essential skills. For example, they used ICT to research creative sectors, developed communication skills by preparing and delivering individual and group presentations and developed problem solving by considering the logistics of preparing for an event. In this particular programme, college staff commented that the success rates for the core and essential skills components were higher than those in other programmes were. They attributed this success directly to the content and flexibility of the Skills for Work course.

Specific areas for improvement

Assessors should ensure that centre-devised instruments of assessment are internally verified so that all candidates have sufficient opportunity to produce the required minimum evidence under the appropriate conditions. Centres should maintain records of internal verification activity for external verification. SQA offer a free [prior verification service](#) for centre-devised assessments.

Assessors may find it helpful to refer to the NAB materials to gauge whether or not candidate evidence is meeting national standards.

In the Creative Industries: Skills Development unit, candidates must choose three practical skills that relate to a particular discipline. Verifiers reported that, in some centres, candidates were listing generic skills for work including time keeping and building confidence. While these are important, the focus of the unit is the development of their craft, so candidates should be developing their practical skills.