



National Qualifications 2018

Internal Assessment Report 2018

Skills for Work Creative Industries

Introduction

The following NQ Awards were verified for session 2017–18:

C276 75	Skills for Work: Creative Industries at SCQF level 5
FH60 11	Creative Industries: An Introduction
H6MV 75	Creative Industries: An introduction — Scotland
FH61 11	Creative Industries: Skills Development
FH62 11	Creative Industries: Creative Process
FH63 11	Creative Industries: Creative Project

General comments

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

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

Centres demonstrated that 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.

Almost all centres used industry partners as well as in-house industry experience to reinforce the learning that was taking place in the classroom. Examples included guest speakers, practical workshops and visits to workplaces and places where creative activity took place.

Centres should continue to establish, build new, and maintain existing 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

All 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.

The majority of the centres verified this session were making use of NAB materials, and verifiers found candidate evidence to be consistent across candidates and centres. It would appear that assessors and candidates continue to find these resources valuable and accessible.

The verification team noted a continued increase in centres developing their own approaches to gathering evidence for assessment purposes.

Centres should continue to have the confidence to gather evidence in creative ways and in ways that suit individual candidates and contexts.

Evidence requirements

It was evident in external verifiers' reports that centres and 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 candidates received sufficient instruction, allowing them to generate the necessary evidence and present it appropriately.

A wide variety of evidence was made available for external verification, demonstrating standards of performance. A range of creative evidence was available including; video recordings of candidate performances and accompanying observational checklists; product evidence in the form of news reports; costume design; photographs; artwork and musical recordings. Accompanying observational checklists detailed candidate performance and provided valuable, constructive feedback. Across all four units in the award there was evidence to demonstrate candidates' actions in response to feedback.

Administration of assessments

Verifiers continue to report that NAB materials are assisting assessors with the application of assessment judgements in line with the standards set out in the unit specifications.

Evidence of pre-delivery standardisation activity leading to consistency in approaches to learning, teaching and assessment was available through external verification visits. 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 almost all 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 before 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

External verifiers report that there has been an increase in centres adopting a holistic approach to the course, with each unit complementing and informing the others. For example, in one centre the candidates were involved in the running of a radio station where the roles undertaken as part of the Creative Process and Creative Project units were informed by the research elements of Creative Industries: An Introduction, and the skills required were clearly developed through the unit Creative Industries: Skills Development. As part of the wider project, and in addition to the development of software and production skills for radio, candidates were involved in the marketing and promoting of the station, further developing their sense of the wider industry. The external verifier reported that this gave candidates valuable insight into the real-life experiences of working in these sectors.

A number of centres used event management as a context for learners to demonstrate their knowledge and skills. Events included concerts, fashion shows and exhibitions. One centre used this context to create a short film featuring fashion, music and culture. The film was promoted and marketed and shown to an audience. This created opportunities for candidates with a range of creative interests to explore and develop their own areas of interest whilst working towards a collective tangible product.

Candidates from one centre put on an exhibition of prints in a local venue. Candidates were involved in every aspect of exhibition planning and creating prints for display and for sale. The course at this centre was supported by significant industry input from a variety of practitioners who were able to give advice and support to candidates and staff. Verification reports highlighted that the internal verification process contributed to the successful setting of tasks and efficient administration.

Verification reports further highlighted the valuable contributions from partnerships in enhancing candidate experiences. Partnerships with creative industry practitioners, who could help set live briefs, as well as partnerships between educational institutions were evident in the delivery of the award. The use of off-site venues such as galleries and venues to display and/or perform work helped candidates to apply their learning in real-life situations and settings. In one school and college partnership, one party assumed the role of external client for the purposes of putting on a fashion show. The candidates pitched their ideas to the client before producing all associated materials and hosting the event in an external venue. The successful event was attended by friends, family and invited guests. Candidates reported that this contributed to an increase in their skills for work as well as developing their creative skills.

It was reported in several cases that creative approaches to evidence gathering was gaining momentum. This included an increase in the production of electronic evidence, including photographs, filmed presentations, and the use of VLEs and similar systems to gather and store a wide variety of evidence. Gathering evidence in such a way also contributes to the development of candidates' digital skills. One centre used photographs to document the production process for

Creative Project and used film to record pitches and feedback sessions. This also helped with the internal and external verification process.

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 are encouraged to use the free prior verification service for centre-devised assessments.

Centres should maintain records of internal verification activity for their own use and for the purposes of external verification.

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

The unit Creative Industries: Skills Development should focus on the development of practical skills associated with their craft, rather than general employment skills, which underpin the course as a whole. The NAB material gives examples of this.