



**Higher National and Graded Unit**

**Qualification Verification Summary Report 2018**

**Creative Industries**

**Verification group: 400**

## Introduction

This year has seen centres initiating and developing a range of new courses to react to the changing nature and employability models of the Creative, Broadcast, and Digital Media Industries. These courses are mostly centre-developed using SQA units. This demonstrates the requirement for SQA to consider its offering, in order to reflect the requirements of industry and the employability of learners.

Fourteen centres were verified for the following units:

### NQ Units

HEOE 46	Understanding a Creative Brief
HEOF 46	Working with a Creative Brief
GJ3D 47	Creative Digital Media

### HN Units

DJ3A 34	Working in the Creative Industries
H4A1 34	Creative Industries: An Introduction
H4A7 34	Production Skills: An Introduction
H4A3 34	Camera: An Introduction
H4A6 34	Editing: An Introduction
H4A5 34	Sound Recording: An Introduction
F45S 35	Television Scriptwriting: Non-Factual Programmes
DH4D 34	Audio Visual Presentation
D7XN 35	Audio Visual Presentation 2
F41P 34	Audio Visual Design for Visual Mediums
D7M3 34	Video Production 1: Planning and Production
D7XR 35	Video Production 2: Making a Video Programme

### HN Graded Units

H9F9 34	Radio: Graded Unit 1
H49S 34	Creative Industries: Television: Graded Unit 1

### Workplace Units

FA8G 04	Ensure Your Own Actions Reduce Risks to Health and Safety
H6NV 04	Present Ideas and Information to Others in the Creative Industries
H6NY 04	Develop Own Professional Practice in the Creative Industries
H6NX04	Work Effectively with Others in the Creative Industries
H6PC 04	Prepare for and Conduct Interviews in the Creative Industries
H6PF 04	Prepare image output
H6PG04	Communicating Using Digital Marketing/Sales Channels
H6PH04	Use Digital and Social Media in Marketing Campaigns
H6PJ 04	Record Audio Visual Journalistic Material
H6PK 04	Edit Audio Visual Journalistic Material
H6PM 04	Write for Online Distribution
H6P0 04	Work with Digital Media

H6P1 04    Manage and Market Yourself as a Freelancer in the Creative Industries  
H6P4 04    Identify Sources of Information and Present Findings  
H6P7 04    Record Audio on Location and in the Studio  
H6P8 04    Edit, Process and Mix Audio

## **Category 2: Resources**

### **Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.**

The majority of centres continue to employ assessors and internal verifiers who are industry practitioners. All staff were fully qualified to deliver, or were in the process of gaining teaching qualifications.

However, it should be noted that many centres were not offering appropriate continuing professional development opportunities for staff to remain up to date with creative industry developments.

### **Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.**

The majority of centres are developing reference, learning, and assessment materials that are industry pertinent and which match the requirements of learners.

New materials developed by centres fulfil SQA and Skills Development Scotland's requirements where appropriate.

In all centres, assessment environments and equipment are reviewed regularly to ensure their suitability for delivery, with workplace environments being included as appropriate.

Some centres have been advised to use internal verifier procedures to encourage teamwork and develop curriculum, delivery, and standardisation — particularly remote centres.

## **Category 3: Candidate support**

### **Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.**

It has been noted that many learners' development needs and prior achievements are not being matched against the requirements of the award. All centres have therefore been encouraged to facilitate learner-initiated vehicles that can track learners' personal objectives and skills development throughout the course. Centres have also been encouraged to integrate this into the curriculum within the existing unit structures.

### **Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.**

Because of the disparate delivery of most courses, it was noted that scheduled contact with assessors (to review progress and revise assessment plans accordingly) has been difficult. All centres have therefore been recommended to encourage learners to maintain an electronic self-initiated evaluative record of their progress and skills development.

Some centres encourage weekly reviews, learner diaries, and journals, which fully support the learners' progression and provide additional evidence for assessment.

## **Category 4: Internal assessment and verification**

### **Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.**

All centres have implemented template assessment and verification procedures, and this is consistently applied by all assessors and internal verifiers to fully meet qualification and SQA requirements.

All centres employ a teamwork approach, with assessors and internal verifiers participating in regular development meetings to ensure standardisation of assessment.

Centres were encouraged to utilise internal verifier procedures and staff meetings to further develop integrated project-based delivery and matrix of evidence outcomes.

Centres were also urged to adopt learner-initiated recording and evidencing within formalised personal development plans.

### **Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.**

The majority of centres continue to deliver with tried and tested assessment instruments that fulfil the unit criteria. However, all centres were reminded to ensure that assessment instruments reflect current industry technology and practices where appropriate.

All centres were also encouraged to develop approaches that mirror current industry media and practices.

### **Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.**

As is the nature of creative industry project-based delivery, in all centres, learners work in an open environment with originality of work being checked personally by assessors and internal verifiers.

In the majority of centres, it is possible to review the assessment evidence provided for each student, and its originality, on the Virtual Learning Environment (VLE). In addition, all centres employ anti-plagiarism software to check written work.

### **Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.**

All centres displayed evidence of learners' work being accurately and consistently judged by assessors against templates and projects that reflect SQA's requirements and unit specifications. Evidence from the majority of centres was now available for review on VLE.

Centres were recommended to track learners' evidence and map it across all units to highlight duplicated achievements and reduce the assessment burden.

Centres were also encouraged to support learners' retention of diary, log, or visual records to provide evaluation evidence and give credit to the complexity of the work produced.

**Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.**

All centres displayed evidence being retained electronically, beyond SQA requirements. Many centres were also retaining candidates' work, with their approval, for use as exemplars.

**Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.**

All centres demonstrated that feedback from external quality assurance was being disseminated personally at regular staff meetings and remotely by e-mail or shared drive. However, due to the preponderance of part-time staff in a majority of centres, they were reminded to ensure that staff are fully informed.

## **Areas of good practice reported by qualification verifiers**

The following good practice was reported during session 2017–18:

- ◆ Use of industry practitioners as assessors.
- ◆ Use of a VLE environment to display evidence, track learner achievements, and record critical analysis.
- ◆ Use of a VLE environment to produce learner self-promotional material.

## **Specific areas for development**

The following areas for development were reported during session 2017–18:

- ◆ Centres were encouraged to support relevant vocational continuing professional development opportunities for staff to reflect industry developments.
- ◆ Centres were encouraged to facilitate a learner-initiated vehicle that can track their personal objectives and skills development throughout the course. (This may be integrated into the curriculum within the existing unit structure.)
- ◆ Centres were encouraged to develop creative delivery methods by recording and implementing actions identified at regular staff/internal verification meetings.
- ◆ Centres were reminded to ensure that assessment instruments reflect current industry technology and practices where appropriate.