

# Skills for Work Case Study

National 5 Creative Industries course  
Rosshall Academy, Glasgow



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## Introduction

Rosshall Academy in Glasgow offers the National 5 Skills for Work: Creative Industries course as an alternative to other certificated art qualifications. The course is mainly offered to S5 pupils and is delivered in the art department for five periods per week across the full academic session.

## Background

Rosshall Academy offers qualifications in creative areas such as music, dance, drama, and art and design. In addition, the school had recognised a need to provide opportunities for learners who did not have the qualifications or experience required to access what was considered to be 'formal' art provision, such as National Qualifications and Highers.

## Approach

From the beginning of the course, learners are involved in practical tasks in a variety of art and design areas. Staff believe that it is important to get the learners engaged in hands-on work before exploring the knowledge and understanding aspects of the *Creative Industries: An Introduction* unit. Often, the experience gained through practical activity and workplace visits gives the *Creative Industries: An Introduction* unit far more context.

To generate the evidence required for successful completion of the course, learners used the *Creative Industries: The Creative Process* and *Creative Industries: Creative Project* units as a basis from which to create ceramic fridge magnets to go on sale in the Glasgow Museum of Modern Art. On a field trip to the museum, learners met a representative from Glasgow Museums who gave them information on the variety of roles within the museum sector. They created pieces of work in response to some of the works of art on display. From there, they met the retail manager and established a brief for the creation and display of the fridge magnets.



The learners presented their proposal to the museum team and received feedback. Once the ideas had been agreed, the learners allocated roles and continued to work on their projects. The magnets were produced and sold in the shop as planned.

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The learners used the *Creative Industries: Skills Development* unit to hone their skills in ceramic design and manufacture and this single project allowed them to generate sufficient evidence for all three units in the course.

The information they received about the variety of employment opportunities within the museum sector, along with their involvement with a range of museum staff, equipped learners with a contextual starting point for the *Creative Industries: An Introduction* unit.

Staff filmed the presentations to the museum team and used them to review learners' progress and as evidence of assessment, alongside checklists of performance.

## Partnership arrangements

Through the creation of ceramic artworks, learners develop skills in understanding the workplace and employees' responsibilities; for example, timekeeping, appearance, customer care, and health and safety considerations. Learners are encouraged to have a positive attitude to learning new things. Learners are also encouraged to develop an ability to respond and act upon feedback and to self-evaluate performance and creative output.

## Benefits for learners and centres



The course allows learners to be fully involved in the creative process and gives them the opportunity to develop valuable skills outwith the school environment.

Delivering the course using partnerships is a highlight, as it allows learners to get out of school and visit real creative workplaces. The delivery team commented that the course helped to prepare learners very well for progression and employment. The lead teacher commented that, 'giving learners who would not normally have access to what is traditionally considered to be formal art tuition is a real bonus for the school and wider community'. Learners feel a great sense of pride when they see work that they have produced available to buy locally.

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Representatives from Glasgow Museums were also very impressed by the learners' professional attitude and level of commitment.

### **Future delivery plans**

Plans are in place to foster relationships and develop further partnership working with industry practitioners. We hope that this will be a real incentive to learners thinking about choosing Skills for Work as an option.

### **Advice to other centres**

We would advise providing a live project, with a realistic output, that allows learners to develop skills in a range of areas. Individual learners should consider the live project before agreeing on their team response in the *Creative Industries: Creative Process* unit. This pitch should form the basis of the Creative Project, therefore allowing the learners to work towards a single, tangible creative output. This holistic approach to delivery helps to contextualise the learning and allow learners to see the value in the course as a whole.

For the *Creative Industries: An Introduction* unit, it is helpful if the learners produce the required evidence in a creative manner. For example, by producing a poster or video which gives information on some of the roles researched during the unit. It is helpful to use the assessment support material to ensure that all of the required evidence is being met.

For each of the units, accurate candidate performance records should be maintained.