



**National Qualifications 2019
Qualification Verification Summary Report
Skills for Work: Creative Industries**

Verification group: 510

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

Skills for Work Courses

C276 75 Skills for Work: Creative Industries at SCQF level 5

- J17V75 Creative Industries: An Introduction
- H6MV75 Creative Industries: An Introduction — Scotland
- J17W75 Creative Industries: Skills Development
- J17X75 Creative Industries: Creative Process
- J17Y75 Creative Industries: Creative Project

General comments

The outcome of external verification visits for most centres was positive, with the vast majority of centres successfully demonstrating their ability to deliver and assess the award. One centre required a second visit in order to successfully demonstrate their ability to deliver and assess the award.

Centres visited during this verification period continue to demonstrate a clear and accurate understanding of national standards and how they should be applied.

Centres were able to demonstrate consistency of administration of assessment with the standards exemplified in the National Assessment Bank (NAB) materials. Verifiers reported that candidate work produced in some centres was above the standard expected of SCQF level 5.

The vast majority of centres made good use of industry partners as well as in-house industry experience to reinforce and contextualise 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.

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, delivery staff and internal verifiers were able to discuss confidently with verifiers the aims and intentions of the course, as well as approaches to generating sufficient and appropriate evidence. All centres were aware of the SQA NAB materials and how these could be used to support standardisation activity.

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.

In several cases, NAB material was being adapted to suit particular contexts and needs. Centres are strongly encouraged to continue to develop their own instruments of assessment in order to give their candidates the most appropriate method or approach which is suited to the individual or group.

Evidence requirements

The external verification reports suggest that in the vast majority of cases there is a very clear understanding of the evidence requirements for the course and individual component units. Candidate evidence and folios were generally very well presented and clear. Increasingly, centres are shifting towards digital evidence in the form of e-portfolio pages, etc.

Verifiers report that they were presented with a wide variety of candidate evidence including photographs, video and audio recordings, presentations, artwork as well as paper-based material. It was noted that there was a difference between centres in the types of evidence candidates were presenting for the same outcome, however, the vast majority of centres consistently met the national standard. The approach of centres contextualising delivery to suit local needs and the personalisation and choice given to candidates in how they are assessed is, again, strongly encouraged.

Some excellent use was made of observational checklists to record candidate performance evidence. 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 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

In one college, the Skills for Work: Creative Industries course was being delivered to three distinct cohorts within the areas of Sound Production, Photography and Media. The verifier reported that this approach allowed learners, between the three disciplines, the opportunity to collaborate on projects while working towards gathering evidence. The same collaboration was, therefore, required of the delivery teams, leading to standardised approaches and the sharing of good practice. The flexibility of the award played a huge part in the centre being able to develop this approach, benefiting learners and staff alike.

Verification reports continue to highlight 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.

One centre worked in partnership with a local theatre to put on a Rock Band Production as part of the Creative Process and Creative Project units. This gave the candidates an insight into the workings of the theatre and to gain exposure to the various roles required to facilitate such a production, further developing knowledge which informed the units Skills Development and Creative Industries: An Introduction. The same centre produced a Health Podcast Project to provide context to the delivery of other aspects of course work and to enable the candidates to gain 'real-world' experiences in working with clients and with subject matter relevant to them and their peers.

Similarly, in another centre, candidates devised a Mental Health Awareness session for S1–S2 pupils. The candidates in this centre put on an event involving areas such as photography, video, art, design, graphics and communication. Each area contributed materials leading to a successful event, with candidates working to their strengths in each area but also developing new skills and interests through peer learning and support. The co-ordination role played by the SfW group also gave them an insight into project managing a creative event.

In one centre, employability was clearly at the fore in the course introduction and candidates maintained an impressive work rate which was recognised and encouraged by staff. There was external input in two projects: a Rotary Club charity Shoe Box Appeal and a Remembrance project that involved the production of artworks and a visit to a club for those who suffer from dementia and their carers. Throughout these projects, candidates were allowed to make their own decisions as to how to complete (assessment) tasks. The assessor encouraged candidates to make their own decisions as to the nature of the final project creating opportunities for personalisation and choice.

A verifier reported that in one centre, opportunities for completing CVs, interview skills and employability skills had been integrated effectively into the unit Creative Industries: An Introduction. It was felt that this increased the relevance for candidates in addition to producing work that was of direct value in the pursuit of employment or further study.

One centre based the course around developing photography skills and organising a school exhibition of their final work. Candidates worked with a professional photographer who supported their development and extended their understanding of the 'skills for work'

required in this creative field. Additionally, the course had been designed to give candidates a strong overview of the range of skills and practices required in this field.

One college delivered the Skills for Work: Creative Industries award within the NC Creative Industries SCQF level 5. Candidates at this centre could choose to specialise in the areas of film or music and the SfW course was then used to underpin each of these areas. This qualification is delivered within a functioning arts facility thus providing real-world context to much of the learning and teaching on the course. The learners are surrounded by creative processes and projects and can therefore see direct relevance in the work they do as part of their course to the world of work. Staff note that the skills and knowledge gained as part of the course are transferable throughout other aspects of their qualification.

Also in this centre, the candidate reviews undertaken as part of Creative Industries: An Introduction also form part of the academic review process throughout the year, again, providing context and relevance for the learner beyond the scope of the unit. Candidates use collaborative mind mapping software to pull together responses for the Creative Process unit forming part of the evidence submissions. Candidates take part in a 'Creative Process Day' during which they work through individual responses and then on to a team response. The same process is applied to the Creative Project unit allowing candidates to generate and gather a large body of evidence through focused activity. Candidate pitches and presentations are filmed and made available for internal and external verification.

One centre clearly made facilitation of the award completely learner-centred. Documentary evidence was in place to show how the candidates develop knowledge and skills at their own pace and in a manner that is best suited to the individual. Candidate evidence in this centre demonstrated that the context (printmaking) contributed to the development of a broad range of skills across a range of techniques, including the development and use of skills across a range of tools and materials. The centre has in this session migrated from hardcopy NAB templates to digital evidence gathering and this was reported to be having a positive impact on the engagement with them.

Specific areas for improvement

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

Prior to submission, assessors should ensure that centre-devised instruments of assessment have been internally verified, and that all candidates will have sufficient opportunity to produce the required minimum evidence under the appropriate conditions.

In the unit Creative Industries: An Introduction, all of the employability skills which form part of the candidate reviews in outcome 3 should be reviewed on each of the three required occasions.

Centres are encouraged to develop ways of promoting engagement with NAB material by ensuring that it is contextualised and relevant to the individual and to the practical projects.