



Higher National Qualifications

Scottish Vocational Qualifications

Qualification Verification Summary Report 2019

Clothing and Textiles

Verification group: 35

Introduction

The following units were verified during session 2018–19:

Higher National units

F18X 33	Garment Construction Techniques: An Introduction
H31D 34	Fashion: Textile Technology
F18K 34	Textiles for Interiors: An Introduction
F194 34	Surface Decoration for Textiles: An Introduction
F1F6 34	Concept Garment Design: An Introduction
F18W 34	Fashion: Commercial Design
F18M 34	Textile Techniques: An Introduction
F26W 34	Fashion Illustration: An Introduction

Higher National graded units

F2EJ 34	Fashion: Design and Production with Retail: Graded Unit 1
F2EK 35	Fashion: Design and Production with Retail: Graded Unit 2
HD7C 34	Costume for Stage and Screen: Graded Unit 1
F1RA 34	Textiles: Graded Unit 1
HJ14 34	Fashion Business: Graded Unit 1

Scottish Vocational Qualifications (SVQs)

GK7R 22	SVQ Manufacturing Textile Products at SCQF level 5
G9M4 23	SVQ Manufacturing Textile Products at SCQF level 6
GA0A 23	SVQ Kilt Making at SCQF level 6
GL2H 22	SVQ in Leather Production at SCQF level 5

Two centres delivering eight Higher National units were externally verified. The centres used an integrated approach to assessment, allowing candidates opportunities to explore a brief in greater depth, and integrate skills and knowledge from a wider range of units. Assessment evidence met the full range of SQA quality assurance criteria indicating a clear and accurate understanding of the requirements of the National Standards at the appropriate level of the award. All centres had a standardised approach to delivery, assessment and internal verification. There was evidence of improving standards in centres previously verified. The level of skills demonstrated was a true reflection of the National Standards in all awards and candidates were credited with the appropriate Higher National units.

Six centres delivering five Higher National graded units were externally verified. All centres met the full range of SQA quality assurance criteria, indicating a clear and accurate understanding of the requirements of the National Standards at the appropriate level of the award. Most centres used prior-verified assessment instruments. All centres had a standardised approach to delivery, assessment and internal verification. There was evidence of consistent marking of assessed evidence in more than a few centres delivering the same award, and evidence of improving standards from previous external verification. All centres used SQA marking schedules. The level of skills demonstrated was a true reflection of the National Standards in all awards and candidates were credited with the appropriate Higher National graded units.

Six centres delivering four SVQs were externally verified. All centres met the full range of SQA quality assurance criteria, indicating a clear and accurate understanding of the requirements of the National Standards at the appropriate level of the award. All centres had a standardised approach to delivery, assessment and internal verification, and evidence of the high standards of candidate and centre evidence being maintained. The level of skills demonstrated was a true reflection of the National Standards in all awards and candidates were credited with the appropriate SVQ units in their various vocational areas.

F0JK 04 *Health, Safety and Security at Work* is a key unit across all levels of each SVQ. It was evident from talking to candidates, assessors and verifiers in centres that all had a very good awareness of the importance of health and safety in the workplace — fault reporting, emergency evacuation procedures, manual handling, and isolation of machinery if working on faulty machinery.

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.

All centres had appropriately qualified assessors and internal verifiers to deliver the SVQs and all were receiving appropriate CPD in line with the requirements of the qualification. Evidence of formal assessor qualifications and CPD activity was available, to ensure occupational currency in line with the assessment strategy requirements. In a few centres, records of appropriate professional and vocational continuing professional development activities could be included in records. In a few centres additional internal verifiers have been deployed in line with previous recommendations. All centres stored assessor and internal verifier records securely.

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

All centres had effective ongoing reviews of the assessment environment(s), assessment procedures, equipment, learning resources and assessment materials for award delivery. Centres had fully equipped workrooms, pre-delivery checklists, standardisation minutes, and internal verifier reports, which reported the review of the assessment environment and recorded any actions to be implemented. There was an increase in the number of centres using a decision log to capture any decisions regarding changes to practice over a period of time. This helped to inform changes to assessment approaches and staff timetabling.

Category 3: Candidate support

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

All centres identified candidate prior achievements and development needs and matched them to the relevant qualification. There was a good awareness of the need to provide alternative arrangements for candidates who required additional support due to factors such as language barriers, written and/or oral communication difficulties.

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

All centres provided effective scheduled contact with their assessor and evidence that assessment planning and progress review occurred. Signed and dated candidate tracking sheets, reports and logbook entries confirmed that candidates had regular scheduled contact with their assessor to review progress. All centres had written recorded evidence of clear, supportive and encouraging discussions. There was evidence of innovative approaches to support in a few distance learning situations.

Category 4: Internal assessment and verification

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

All centres documented and implemented robust internal quality assurance policies and procedures on assessment and verification in line with SQA requirements. In most there was interim and end-of-unit internal verification. In more than a few centres where the award or assessor was new, 100% internal verification and cross-marking ensured a standardised approach to assessment. In more than a few centres, a summary sheet for each unit details the National Occupational Standards, the methods/instruments of assessment and cross referencing to the required standards. These centres had regular recorded meetings with the assessor on assessment decisions, candidate progress and review, to ensure that standardisation was effective.

In all SVQ centres, a standardised workbook is used to record assessment evidence. The internal curriculum group approved all assessment instruments. A few centres used SQA's prior verification services to ensure that assessments are valid. Higher National award centres used hard copy and electronic format on the VLE, and gave candidates and staff online access. Standardisation minutes in all centres confirmed that verifiers and assessors had regular discussions about candidate evidence. All centres provided evidence of clear marking schedules, constructive feedback and support in all candidate feedback on assessment decisions.

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

All centres used the most appropriate assessment instrument. Relevant design brief and practical product evidence with annotated photographs of the process were the most appropriate assessment instruments in many centres. In others, observation checklists, written responses, reflective logs, annotated diagrams and photographs were more appropriate. All ensured a valid, equitable and fair assessment. Some centres used SQA's prior verification of assessment materials service to ensure that assessment instruments were appropriate. All centres delivering graded units used SQA's *Updated Conditions of Assessment for Higher National Graded Units*, published in August 2018.

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

All centres had authenticated candidate evidence that was generated under SQA required conditions. Evidence included: signed induction checklists; expert witness testimony; photographic evidence; assessment checklists; classroom observations of the project development; feedback in mentoring sessions; assessor question checklist with the candidate response; and internal verification minutes.

In most centres, there was evidence of very detailed mentoring feedback to candidates. In a few centres the use of 'live' video evidence and the dialogue between the assessor and candidate authenticated candidate evidence.

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

All centres recorded accurate and consistent assessment judgements against the assessment strategy and SQA requirements. Portfolios of candidate evidence; signed and dated candidate logbooks; tracking sheets; and clear marking guidelines to aid standardisation and internal verifier reports, ensured the integrity of the SQA qualification. There has been an increase in the frequency of standardisation meetings across centres where it was recommended in previous reports.

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

All centres retained candidate assessment evidence in line with SQA requirements for the purposes of internal and external verification. All centres had retained a variety of checklists, reports, minutes of meetings, photographic evidence, portfolios, and product evidence. In more than a few centres there were challenges regarding the storage of large projects.

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

All centres disseminated External Verification and Development reports to relevant staff from qualification verifiers and implemented the feedback given. All centres discussed and recorded the report at team meetings and if there were actions, these would be completed within an agreed timescale. In most centres, reports are stored on a secure electronic shared drive.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2018–19:

- ◆ employees were encouraged to participate in further training such as leadership, self-confidence, problem-solving
- ◆ a shared access file across sites and shifts ensuring that all team members are informed
- ◆ contextualised feedback on feeder units to the HN graded unit, which is shared with staff outside the department to inform improvements
- ◆ detailed and informative Course Book issued to learners, giving a clear and concise representation of the course, and giving details about which skills will be developed for future employment
- ◆ meaningful mentoring sessions that help learners identify the next steps
- ◆ colour-coded referencing and mapping of candidate evidence, which provides a good visual summary of what has been achieved and the evidence source
- ◆ innovative approach to supporting distance learning via 'live' FaceTime sessions
- ◆ audio 'feedback recordings' with candidates, where they reflect on what has been learned and what they still have to do
- ◆ regular monthly/bi-monthly standardisation meetings to support the delivery of the qualification
- ◆ inviting an external college colleague to review learner work to aid standardisation
- ◆ the use of a relevant project brief to 'live' industry situations and self-employment offering breadth and depth to candidates
- ◆ the use of prior-verified SQA assessment exemplars
- ◆ contextualised assessments that reflect the work role of the candidate
- ◆ a high standard of diversity and originality in candidate responses to the 'Citizenship' brief (HN graded unit)
- ◆ a very high standard of candidate evidence as a result of assessor feedback
- ◆ the use of blogs as assessment evidence

Specific areas for development

The following areas for development were reported during session 2018–19:

- ◆ a few centres were encouraged to produce an 'integration map' for each project, detailing the link between units to support learners
- ◆ in a few centres, the use of candidate authenticity forms, signed and dated by the candidate and assessor was recommended
- ◆ in a few centres, it was recommended that assessors sign and date cross-marking checklists at each stage to help formalise the final marking decisions