XSQA

Higher National Qualifications

Qualification Verification Summary Report 2022

Clothing and Textiles

Verification group number: 35

Introduction

The following units were verified during session 2021-22:

Higher National units

HJ3M 34   Fashion Merchandising
F18E 34   Production Processes in the Clothing Industry: An Introduction
F18D 34   Clothing: Production, Trimming and Finishing Techniques
F18B 35   Surface Decoration for Textiles: Advanced
F1F4 35   Designing and Producing Fashion Garments: Advanced

Four centres delivering five Higher National Units were externally verified. All centres reviewed and developed online resources to support candidates during the pandemic to meet the award standards. As restrictions eased and face-to-face learning and assessment resumed, all have continued to use and develop online resources to support candidates.

Where appropriate, all centres used a holistic approach to assessment, allowing candidates opportunities to explore a brief in greater depth, and integrate skills and knowledge from a wider range of units and across verification groups.

Assessment evidence in 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. There was evidence of maintaining — and in some areas improving — standards in quality assurance criteria indicators. 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.

Category 2: Resources

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 environments, 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. Improvements and developments in online resources was evident in all 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.

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. All centres demonstrated a supportive learning environment to support candidates through the award.

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 throughout the life of the qualification.

Many centres had a blended approach to delivery. There was evidence of face-to-face delivery with tutor support, as well as online delivery with formative and regular feedback. Signed and dated candidate tracking sheets, feedback on hard copy/digital platforms, 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 with candidates.

All centres had developed online resources to support learners. There is evidence that all centres have further improved the level of support to candidates to review their progress and to revise their assessment plans.

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 more than a few centres where the award or assessor was new, 100% internal verification and cross-marking ensured a standardised approach to assessment.

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 depending on the unit and assessment criteria, ensuring a valid, equitable and fair assessment. Where appropriate, a holistic approach to assessment was used.

All centres made reasonable adjustments for students who required additional support.

All centres had digital versions available on the VLE for all candidates.

There is evidence of some improvement in assessment preparation in some centres. A small number of centres issued a summer project to underpin and prepare students for the for integrated project and session ahead.

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

Standards were maintained. All centres authenticated candidate evidence generated under SQA required conditions. Evidence included: signed disclaimer to verify work is their own; photographic evidence; student folios; assessment checklists; classroom observations of the project development; feedback in mentoring sessions; internal verification reports.

All centres had evidence of detailed mentoring feedback to candidates.

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 SQA requirements, maintaining previous standards.

Where appropriate, in all centres where the candidate presented their evidence to a panel, standardisation was further enhanced. In all centres internal verifier reports confirmed assessor decisions and ensured the integrity of the SQA qualification.

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 maintaining previous standards.

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

All centres disseminated Qualification Verification reports to relevant staff and implemented the feedback given. All centres discussed and recorded the report. Good practice and any

recommendations or actions are discussed and actioned to inform assessment practice at Team meetings, maintaining previous standards.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2021–22:

♦ The use of templates to ensure consistency and cross referencing of practices and procedures.

♦ Holistic approach to assessment with clear mapping of individual units.

♦ Assessment handbook which clearly signposts where units are integrated.

♦ Staff working through the same project brief alongside students.

♦ The 'audio read' facility on the VLE.

♦ Ongoing feedback to learners in Teams chat.

♦ The willingness of the staff to be available to acknowledge and answer online queries outside of scheduled times.

♦ Short videos prepared by the assessor in setting the context of the integrated art and design project.

♦ Use of clear annotations and layout to communicate development of surface decoration.

♦ Graded unit Power Point presentation by the student to add value to the evidence generated covering a wide range of skills.

♦ Candidate virtual presentation and discussion of unit folio to show progress throughout the unit.

Specific areas for development

There were no areas for development reported during session 2021–22.