



**National Certificate, National Progression Award and
Higher National Qualifications**

Qualification Verification Summary Report 2022

Art and Design

Verification group number: 65

Introduction

The following Art and Design group awards and units were verified in 2022.

Group award GD5T 46: NC in Model Making for TV and Film at SCQF level 6

Units: F5C1 11, F5CJ 12, F51L 11, FT8K 12

Group award GG3F 16: HND Visual Communication

Units: H386 34, FD69 34

Group award: G96X 46: NC in Art and Design and SCQF level 6

Units: F5CJ 12, F9VG 11, F5CH 12

Group award G8K5 16: HND Contemporary Art Practice

Unit: J2R6 35

Group award GM0E 45: NPA Drawing Skills at SCQF level 5

H1T8 11, D947 11, F9WF 12

Group award GM0H 45: NPA Animation at SCQF level 5

Units: F5C6 12, FV2L 11, F5BW 11

Group award GF4A 45: NPA in Jewellery: Basic Techniques 1 at SCQF level 5

H09P 11, H09S 11, H09R 11

There was increased engagement with the school sector in 2022 — 40% of allocated virtual visits were to schools.

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 verified centres' assessors and internal verifiers were asked about both assessment and internal verification policy and procedures. It was clear there was a good understanding by all participants of virtual events in 2022 and that centre and SQA requirements are being met. It is evident that there are regular formal and informal systems in place for the ongoing review of assessment environments; equipment; and reference, learning and assessment materials. Almost all staff teams are small, and it is clear that both formal and informal evaluation is in place. Team meetings are documented in the form of minutes where notes and actions are clearly detailed and disseminated.

Category 3: Candidate support

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

Learners were very enthused about the course and feel they have had a very positive experience that has been appropriately challenging and has prepared them for the next steps in their career journey. They felt well supported and informed both prior to the start of the course and throughout. They had significant praise primarily for the lecturers but also the centres in general, including the level of support and workshop facilities.

Good practice noted:

- ◆ blended learning
- ◆ post-project review
- ◆ finishing students meeting (and alumni)
- ◆ video instruction used to support practical workshops

Offering the GF4A 45 Jewellery: Basic Techniques 1 is suggested as positive option to broaden the demographic and tackle the gender imbalance that appears to occur in design and technology subject areas.

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

The role of personal tutors and access to additional support as required is noted and commended.

Category 4: Internal assessment and verification

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

Panel (team) assessment is effective. Assessors/lecturers can discuss the learner evidence and reach a considered position. This process incorporates elements of the internal verification process. Where agreement is not initially reached, a third party is included in the process. This is good practice.

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

Assessment instruments are centre devised and make direct reference to the unit specifications. Learners receive a brief stating the project requirements including deadlines for formative and summative assessment.

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

As candidates have returned to the studio post-pandemic, lecturers and assessors have been able to directly observe candidates' research, development and production of responses. Almost all centres raised the difficulties in remote verification of practical art and design work. This was discussed during virtual events and almost all centre staff teams expressed a preference for on-campus visits in future. However, elements of the art and design curriculum did prove to be effective and sustainable online. Further research is required.

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

All evidence was judged well and graded in line with SQA requirements and national standards. Within many school centres the delivery resulted in clear evidence that the work being produced was above the national standard. The positive destination outcomes for the learners with many achieving art school places is a clear indication that the quality of work being produced by the learners and staff teams is good.

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

Most candidate work is retained in excess of the SQA requirements.

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

Feedback is available to all staff delivering the course and this is discussed in team meetings. Most of the staff have access to qualification verification reports. Any issues are discussed and resolved through the quality system and delivery team meetings. There are robust institutional systems in place to facilitate this. Most staff are made aware of outcomes at staff meetings and can see reports as required.

Areas of good practice reported by qualification verifiers

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

- ◆ Panel (team) assessment is effective. Assessors/lecturers can discuss the learner evidence and reach a considered position.
- ◆ Access to well-designed and effective online and blended approaches as required.

Specific areas for development

The following areas for development were reported during session 2021–22:

- ◆ To ensure that centres are meeting the national standard with the instruments and methods of assessment, further engagement with SQA's prior verification service is recommended. It is also highly recommended that project delivery includes an assessment matrix to assist holistic assessment and unit integration. This is effective practice for learners, staff teams and external verifiers.
- ◆ A repository (website) of art and design assessment instruments and model answers would support staff teams throughout the sector whilst supporting a creative community. Evidence of online and blended approaches would also support staff teams and learners. A symposium of art and design is also requested in light of the emergence of new technologies and artificial intelligence as a potential disruption to the curriculum.