



Skills for Work

**Qualification Verification Summary Report
2024–25**

Creative Industries

Verification group number: 510

Skills for Work Courses

C276 75 Creative Industries (National 5)

J17V 75 Creative Industries: An Introduction
H6MV 75 Creative Industries: An Introduction – Scotland
J17W 75 Creative Industries: Skills Development
J17X 75 Creative Industries: The Creative Process
J17Y 75 Creative Industries: Creative Project

General comments

During the 2024–25 session, a range of centres, including schools and colleges, were selected for verification. All centres provided candidate evidence that met national standards, resulting in successful outcomes for all verification visits. Verifiers commented that centres were able to demonstrate a strong grasp of the qualification requirements, through presentation of high-quality candidate evidence and robust supporting documentation. Both the candidate evidence and the accompanying documentation reinforced the verifiers' confidence that the qualification was delivered, assessed, and managed effectively.

Course arrangements, unit specifications, instruments of assessment and exemplification materials

All centres successfully demonstrated their use of course arrangements documents and unit specifications to guide their delivery methods and contextual approaches. During verification visits, centres provided clear evidence of internal verification processes and showed a strong understanding of the available assessment support materials. Staff involved in assessment and delivery were able to confidently discuss course objectives and assessment strategies with verifiers, highlighting their familiarity with the required standards.

Some centres relied on SQA-produced National Assessment Bank (NAB) materials as a foundation for developing their own internal assessments. Referencing these materials helped ensure consistency and alignment with national standards. Verifiers noted that the use of NAB resources contributed to consistency in candidate evidence across different centres, and both assessors and candidates found the materials accessible and beneficial.

Centres are consistently encouraged to tailor their assessment instruments to better suit their specific contexts and delivery settings. To support this, SQA offers a free prior verification service for centres that create their own summative unit assessments or significantly adapt existing SQA assessments. This service provides reassurance that the assessments meet national standards and are appropriate for their intended purpose, fostering confidence in locally developed materials.

The verification team remains proactive in reinforcing the importance of unit specifications as the benchmark for national assessment standards. Throughout the 2024–25 session, all verified centres demonstrated that their assessment materials

were in line with course and unit specifications. All centres submitted comprehensive documentation, including arrangements documents, assessment tools, exemplification materials, and records of internal verification and assessment decisions. This consistent approach reflects a strong commitment to quality assurance and standardisation across the sector.

Evidence requirements

Across all centres visited, there was a strong and consistent understanding of the evidence requirements for the Skills for Work: Creative Industries qualification. Centres demonstrated that their assessment judgements aligned with national standards, and in several cases, exceeded these. Candidate portfolios were generally well organised and clearly presented, reflecting a good grasp of both course-level and unit-specific requirements.

Assessment evidence was diverse, including traditional paper-based submissions in the form of NAB workbooks, digital folios, video presentations, photographs, audio and video recordings; as well as a diverse range of creative works including artwork, pottery, textiles, to name but a few. While there were some differences in the types of evidence used across centres, all consistently met the required standards. The practice of adapting delivery to suit local contexts and offering candidates choice in assessments remains a key strength. In several centres, assessment evidence was clearly informed and influenced by visiting creative practitioners.

In several centres, observation checklists were effectively used to document candidate performance, providing detailed feedback and supporting development. External verification reports highlighted the positive impact of both assessor and peer feedback, which was often clearly reflected in how candidates responded and improved their work. These practices continue to support a robust and learner-focused approach to assessment within the qualification.

Administration of assessments

Verifiers commented that assessments were carried out appropriately in all centres visited, demonstrating consistency with national standards. The use of SQA's NAB materials was particularly helpful in supporting assessors to apply assessment judgements accurately, in line with unit specifications. Several centres demonstrated creative and engaging assessment approaches, often incorporating contextualisation and practical application to enhance the learner experience.

Internal quality assurance processes were effectively implemented in centres, supporting the administration and consistency of assessments. This included pre-delivery checks of assessment instruments, the use of assessment checklists, and standardisation meetings. Documentation such as meeting notes, internal verification records, and cross-marking evidence was provided, demonstrating a structured approach to maintaining assessment standards.

Learning and teaching

Several centres adopted a holistic approach to assessment throughout the course, particularly within units such as Creative Industries: Skills Development, Creative Industries: The Creative Process, and Creative Industries: Creative Project. In these

cases, the project context guided the process-based tasks, helping candidates concentrate on key areas of skills development. Additionally, candidate reviews in Creative Industries: An Introduction were effectively used to monitor the progression of employability skills alongside the other units.

Centres provided diverse learning experiences across disciplines including art, design, graphics, photography, music, media, textiles, pottery and fashion. Many centres successfully engaged with external creative practitioners, while others made use of in-house creative staff to enhance and inform the learning experience. The use of off-site venues like galleries and music spaces further enhanced teaching and learning, offering candidates opportunities to engage with industry professionals and apply their knowledge in authentic, real-world environments.

Overall assessment

Verifiers reported a consistent application of assessment decisions across all centres, with both assessors and internal verifiers demonstrating consistency in their judgements. The work submitted by candidates met national standards, demonstrating a reliable and uniform approach to assessment. Centres made effective use of NAB materials, case studies, and other supporting documents, which proved valuable in the setting, marking, and administration of assessments.

Centres which developed their own learning, teaching, and assessment resources tailored to the specific needs of their candidates saw higher levels of engagement and improved quality of work. This bespoke approach allowed for more meaningful learning experiences, better suited to individual contexts, ultimately enhancing both participation and outcomes.

Verification

All centres visited this session were very prepared and were helpful in identifying candidates for verification selection. The presentation of assessment evidence and supporting documentation was helpful for the verifiers in every centre visited this session.

Areas of good practice reported during session 2024–25

Centres have motivated and enthusiastic teams who fully engaged with Skills for Work programmes and the opportunities they create for candidates. This was evident in the range of skills and practical work the candidates carried out for their projects.

One centre has developed excellent links with local industry and candidates have been able to speak directly with industry practitioners. This was achieved through a blend of speakers attending the centre to talk to candidates, and video messages from practitioners who answered candidate prompts relating directly to investigating job roles in the Creative Industries. These were recorded and sent to the centre. Candidates were able to gain additional skills by editing and presenting their findings. These were excellent examples of how using standard, cost-effective technology can enhance the candidate experience.

A key theme throughout all verification activity was the effective engagement with industry and community. Regardless of geographical location, centres have forged excellent links with local and national practitioners, enabling candidates to interact directly with professionals and respond to local creative industry demand.

In another centre the team responsible for delivery and assessment was based within the Art and Music Faculty. There was clear evidence that the learning activities for candidates was appropriate and engaging, taking account of the variability between cohorts from year to year. There were well-developed learning materials and evidence that candidates were given lots of opportunity to develop the relevant vocational and creative skills, as well as more generic meta skills.

In one centre there was an abundance of artwork created by candidates. The artwork demonstrated both the development of practical skills and a breadth of approaches adopted by assessors in relation to how candidates presented work for assessment. Candidate work and instruments of assessment were a mix of paper-based and electronic format, as well as a range of artworks.

This centre was delivering the award to two cohorts of learners. One cohort was focusing on the production of ceramics and had worked towards creating materials for sale at a fayre. Another cohort was working towards the production of a range of textile works. The centre staff designed a range of workshops in each of the disciplines allowing candidates to develop their craft skills. Project briefs allowed candidates to plan, pitch and prepare for real-world events. This centre demonstrated clearly their understanding of the award. The evidence requirements for all units were clearly met by candidates.

Several centres used the exhibition of candidate produced artwork as the basis for the final project. This approach allowed candidates to be fully involved in both the creation, curation and exhibition of works through group working.

Specific areas for improvement reported during session 2024–25

The reports highlight a strong understanding in the delivery of the Creative Industries award; however, some areas were identified for further development.

In the unit Creative Industries: An Introduction, assessors must ensure a clear distinction between sectors and job roles, and that all roles identified stem from the same sector. Similarly, more explicit reference to sector-specific legislation around Health and Safety is encouraged to deepen candidate understanding of roles.

Where required, centres should formalise a robust internal verification procedure and policy and retain evidence of their implementation. It might be helpful to refer to [SQA's Internal Verification Toolkit](#), available on SQA's website. Furthermore, where policies and procedures do exist, then these should be implemented to maintain the robust quality assurance of assessment.