



**National Qualifications 2022**  
**Qualification Verification Summary Report**  
**Skills for Work: Creative**  
**Industries**

**Verification group number: 510**

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

# Skills for Work Courses

The following Skills for Work: Creative Industries courses and units were observed during the verification process in session 2021–22:

## Skills for Work: Creative Industries (National 5)

### Group award code: C276 75

J17V75	Creative Industries: An Introduction
J17W75	Creative Industries: Skills Development
J17X75	Creative Industries: Creative Process
J17Y75	Creative Industries: Creative Project

### General comments

Seven centres were verified remotely in session 2021–22. Candidate evidence presented for four centres was accepted as being of national standard. Candidate evidence for three centres was accepted after review.

Verifiers reported that the four centres that presented evidence that met national standards had a very good understanding of the requirements of the qualifications. For the centres that were accepted after review, there was a variety of reasons including:

- ♦ administrative challenges such as failure to carry out internal verification so the external verifier could not be sure whether assessment decisions were valid, reliable, equitable and fair across candidates and groups
- ♦ failure to ensure that candidate evidence was meeting national standards
- ♦ applying the use of integrated assessment without required application of internal verification processes

All three centres were able to produce further supporting documentation and supplementary candidate evidence to satisfy verifiers that national standards were being met.

As a consequence of COVID-19 restrictions, including those that affected pupil attendance, some centres were adapting approaches to assessment in line with guidance directed at schools with pupils working towards vocational qualifications. No subject-specific guidance was required for this qualification and most centres were able to demonstrate achievement of national standards where alternative approaches were implemented.

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

Most centres were able to demonstrate their use of the course arrangements and unit specifications to assist with the context for delivery. Almost all centres were able to provide verifiers with documentation including course specification, unit specifications, assessment instruments, exemplification materials, and evidence of internal verification and assessment decisions.

Where centres were making use of NAB materials for assessment or reference, it was found that the adherence to national standards was consistent between them. Some centres developed their own resource for capturing assessment evidence and this was identified as good practice during the verification visits.

Centres are continually encouraged during verification visits to develop their own instruments of assessment in order to suit their own context and setting. SQA provides a free [prior verification service](#) to centres that [devise their own summative unit assessments](#) or significantly change SQA's assessments to suit their particular local needs. The service gives centres additional confidence that their proposed assessments are fit for purpose and meet national standards.

The verification team remains proactive in ensuring that centres have a thorough sense that the unit specification sets the national standard for assessment. All centres should ensure that assessment materials are consistent with the course and unit specifications.

## **Evidence requirements**

For the vast majority of centres visited it was clear that there was a sound understanding of the evidence requirements for the Skills for Work: Creative Industries qualification. Centres were able to provide evidence that assessment judgements were in line with expected national standards.

Assessment evidence was varied and took the form of NAB workbooks, digital folios, video recordings of presentations, as well as a wide variety of artefacts demonstrating the development of creative skills.

## **Administration of assessments**

Verifiers reported that, for the vast majority of centres, assessment was conducted consistently with national standards being met across the country. Creativity was evident in assessment design and implementation in several centres. Assessments were found to be engaging through the use of contextualisation and implementation. Most centres applied a holistic approach to the group award by using each of the units to complement and set the scene for one and other. For example, using the brief for Creative Industries: Creative Project as the basis for Creative Industries: Creative Process and Creative Industries: Skills Development. The candidate reviews in Creative Industries: An Introduction were also used to assess development of skills over the duration of the course as a whole rather than just the individual unit.

In most centres the use of internal verification in the assessment process was clear. This included the cross-checking of assessment briefs with the evidence requirements of the unit specification as well as the cross-marking of assessment decisions between assessors and internal verifiers. The vast majority of centres were able to provide documentation relating to standardisation activity including internal verification records, pre-delivery documentation, evidence of cross-marking and detailed minutes of meetings.

In some centres the implementation of internal verification policies and procedures was found to be lacking. In some instances the failure to work within the policy guidance resulted in inconsistencies with assessment decisions and required evidence requirements as laid out in unit specifications. Where these challenges were identified, verifiers were able to work with centre staff to address them and to provide advice on how to produce required evidence.

### **Areas of good practice**

Where verification was found to be successful the following themes were consistent:

- ◆ Candidate-centred approaches where candidates had influence over project context and focus were found to be successful. In centres where candidates chose the project theme this clearly contributed to a high standard of work.
- ◆ Use of SQA-produced NAB material (either in its entirety or when used as a reference for centre-devised approaches) was found to contribute to effective assessment outcomes. Through the process of external verification, it was found that where centres utilised the NAB material there were clear links with consistency in the application of national standards.
- ◆ Integration of units to provide a holistic approach and experience for candidates.
- ◆ Identification of clear and meaningful goals within the unit Creative Industries: An Introduction (Outcome 3) accompanied by one-to-one assessor–candidate discussion was found to contribute to high levels of engagement.
- ◆ The use of assessor observation checklists accompanied by videos of candidate performance was used in several areas where previously written evidence would have been provided.
- ◆ Detailed feedback on candidate performance was highlighted as excellent practice by one verifier. They felt that this contributed constructively to the continued high levels of performance demonstrated by the candidates.
- ◆ Increasingly, centres are using digital evidence and employing the use of Google Classroom and Microsoft Teams as an environment for learning, teaching and assessment. This is creating opportunities for candidates to engage with learning outwith classrooms and creates further opportunities for collaboration.

## **Specific areas for improvement**

Where required, centres should formalise a robust internal verification procedure and policy and retain evidence of their implementation. Referring to [SQA's Internal Verification Toolkit](#) will assist. Furthermore, where policies and procedures do exist then these should be implemented to ensure robust quality assurance of assessment is maintained.

Where required, instruments of assessments should be clearly labelled in relation to unit and outcome titles and evidence to which they contribute.

The unit Creative Industries: Skills Development should focus on the development of specific skills required by creative practitioners rather than general employability skills and qualities. This will assist in the identification and refinement of creative skills and their contribution to the development of a 'craft'.

The unit Creative Industries: An Introduction must make reference to specific legislation that relates to practitioners within the creative industries. When candidates provide information on agencies and organisations these must be checked for accuracy and currency. Assessors must ensure that legal parameters are relevant to the chosen sector.