Skills for Work

Qualification Verification Summary Report 2023–24

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 2023–24 session, a range of centres, including schools and colleges, underwent verification. Most centres provided candidate evidence that met national standards, resulting in successful outcomes for the vast majority of verification visits. Verifiers noted that the candidate evidence was of high quality and that the centres demonstrated a strong grasp of the qualification requirements. The information presented to verifiers was well-organised and easy to navigate. 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

Most centres successfully demonstrated their use of the course specifications to support the delivery context. Nearly all centres provided verifiers with relevant documentation, such as arrangement documents, unit specifications, assessment tools, exemplification materials, and evidence of internal verification and assessment decisions. Assessors, delivery staff, and internal verifiers confidently discussed with verifiers the course objectives, intentions, and methods for generating appropriate and sufficient evidence. All centres were knowledgeable about the SQA National Assessment Bank (NAB) materials and how these resources could aid in standardisation.

Most centres reviewed during this session utilised NAB materials, with verifiers noting consistency in candidate evidence across both candidates and centres. Assessors and candidates continued to find these resources useful and easy to access.

In some instances, NAB materials were adapted to meet specific needs and contexts. As in previous years, centres are encouraged 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 local

needs. The service gives centres additional confidence that their proposed assessments are fit for purpose and meet national standards.

Evidence requirements

The external verification reports indicated that, in most cases, there was a clear understanding of the evidence requirements for both the course and its individual component units. Candidate evidence and portfolios were typically well-organised and clearly presented.

Verifiers observed a broad range of candidate evidence, including photographs, video and audio recordings, presentations, artwork, and traditional paper-based materials. While there were some variations across centres in the types of evidence submitted for the same outcomes, most centres consistently met national standards. The practice of tailoring delivery to local needs and offering candidates personalisation and choice in assessments continues to be strongly encouraged.

It was observed that some centres made excellent use of observational checklists to document candidate performance. These checklists provided detailed records of performance and offered valuable constructive feedback. In nearly all instances, there was evidence showing how candidates responded to the feedback received.

External verification reports highlighted several instances of assessor and peer feedback being used to effectively support candidate development.

Administration of assessments

Verifiers indicated that, in the majority of centres, assessments were conducted consistently and in line with national standards. Several centres demonstrated creativity in both the design and implementation of assessments. These assessments were found to be engaging, incorporating contextualisation and practical application. Most centres adopted a holistic approach to the group award, integrating units to build a cohesive experience.

In most centres, the role of internal verification in the assessment process was evident. This included cross-checking assessment briefs against unit specification requirements and conducting cross-marking between assessors and internal verifiers. The vast majority of centres provided documentation for standardisation activities, such as internal verification records, pre-delivery documentation, evidence of cross-marking, and detailed meeting minutes.

However, in some centres, internal verification procedures were either lacking, or inadequately implemented. In these cases, failure to adhere to policy guidelines led to inconsistencies in assessment decisions and discrepancies in meeting evidence requirements as outlined in unit specifications. Where such issues arose, verifiers collaborated with centre staff to address the challenges and offered guidance on producing the necessary evidence.

Learning and teaching

Most centres were effectively engaging with external creative practitioners. In other centres, staff were utilising in-house creative staff to inform and provide input directly to learning.

The use of off-site venues, such as galleries and music venues, was found to be beneficial in enhancing learning and teaching. Candidates were able to learn from industry practitioners and apply their own learning in real-world settings.

Candidates were learning in a variety of contexts, including art, design, graphics, photography, music, film, textiles and fashion.

Overall assessment

Verifiers reported that the application of assessment decisions was consistent between assessors and internal verifiers in most centres. Work presented by most centres was consistent with national standards.

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 found to be helpful for the verifiers in every centre visited this session.

Areas of good practice reported in 2023–24

It was clear from external verification reports that the award offered opportunities for personalisation and choice in relation to how assessment evidence is generated. The award clearly allowed centres to deliver and assess learning to suit their own contexts and specialisms.

In one centre, candidates planned and successfully executed a fashion show. The show provided opportunities for candidates to undertake a range of roles and responsibilities across several creative areas. These roles included graphic designer, videographer, sound engineer, stage manager, and performer.

Several centres were commended for their use of feedback to support candidate development. This included assessor feedback and peer review.

Most centres demonstrated how industry networks were used to enhance and support learning and teaching. One report highlighted that centre staff were developing relationships with existing 'creative' contacts within the local area with the aim of improving candidate experiences and further enhancing the place of the centre within their community.

Several centres demonstrated highly effective internal verification and its impact on the provision of high-quality assessment materials. These assessment materials allowed candidates to meet the requirements of the units in the award in a way that was appropriate to their context. For instance, one centre used the context of graphic design to allow candidates the opportunity to demonstrate their understanding of sectors and roles within the creative industries. This was achieved through the production of print based promotional materials containing information on sectors and roles.

Centres continued to make use of real-world settings for learning, teaching and assessment. One centre set their candidates a task of putting on a live music performance at a local venue. This allowed candidates the opportunity to undertake a range of roles and work collaboratively to stage the production. Candidates had the opportunity to work alongside venue staff and work within legislative parameters.

Centre staff made use of wider networks across different centres and local authorities to enhance standardisation and share good practice.

Specific areas for improvement reported in 2023–24

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.

Centres should pay attention to notional time allocated to each component unit within the award to ensure candidates are given sufficient opportunity to successfully complete the work required for the award.