



# **RSL Level 4 and 5 Qualifications for Creative Industries Practitioners**

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## **Acknowledgements**

### **Syllabus design and development**

Syllabus authors: Tim Bennett-Hart, Daniel Latham

Syllabus design and proofreading: David Duncan

### **Director of Academic**

Tim Bennett-Hart

### **Executive producers**

Norton York and John Simpson

### **Contact**

RSL

Harlequin House

Ground Floor

7 High Street

Teddington

Middlesex

TW11 8EE

[rslawards.com](http://rslawards.com)

+44 (0)345 460 4747

[info@rslawards.com](mailto:info@rslawards.com)

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# Introduction

## The value of RSL qualifications

RSL advocates an open access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examinations Regulation (Ofqual), in Wales by Qualifications Wales and in Scotland by the Scottish Qualifications Authority. RSL is committed to maintaining and improving its reputation for excellence by providing high quality education and training through its syllabuses, examinations, music and resources.

## RSL Level 4 and 5 Qualifications for Creative Industries Practitioners

### Purpose of this syllabus specification

This specification guide serves the following purposes:

- To provide regulatory information surrounding the qualifications
- To provide an overview of qualification structure and content
- To provide content and assessment specification relevant to the qualifications

### Period of operation

This syllabus specification covers qualifications from May 2020

## Qualifications covered by this syllabus specification

### RSL Level 4 Qualifications for Creative Industries Practitioners

- RSL Level 4 Certificate for Creative Industries Practitioners
- RSL Level 4 Extended Certificate for Creative Industries Practitioners
- RSL Level 4 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 4 Diploma for Creative Industries Practitioners
- RSL Level 4 Extended Diploma for Creative Industries Practitioners

### RSL Level 5 Qualifications for Creative Industries Practitioners

- RSL Level 5 Certificate for Creative Industries Practitioners
- RSL Level 5 Extended Certificate for Creative Industries Practitioners
- RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 5 Diploma for Creative Industries Practitioners
- RSL Level 5 Extended Diploma for Creative Industries Practitioners

For detailed information on all aspects of RSL qualifications visit [rslawards.com](https://www.rslawards.com).

# Qualifications at a glance

## Level 4 qualification titles

Creative Industries qualifications at Level 4			
Qualification titles	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit
RSL Level 4 Certificate for Creative Industries Practitioners	100	200	20
RSL Level 4 Extended Certificate for Creative Industries Practitioners	200	400	40
RSL Level 4 Subsidiary Diploma for Creative Industries Practitioners	300	600	60
RSL Level 4 Diploma for Creative Industries Practitioners	400	800	80
RSL Level 4 Extended Diploma for Creative Industries Practitioners	600	1200	120

## Level 5 qualification titles

Creative Industries qualifications at Level 5			
Qualification titles	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit
RSL Level 5 Certificate for Creative Industries Practitioners	100	200	20
RSL Level 5 Extended Certificate for Creative Industries Practitioners	200	400	40
RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners	300	600	60
RSL Level 5 Diploma for Creative Industries Practitioners	400	800	80
RSL Level 5 Extended Diploma for Creative Industries Practitioners	600	1200	120

## Assessment

<b>Form of assessment</b>	All assessment is conducted internally (i.e. staff in centres provide assessment opportunities for, and assess the work produced by, learners).
<b>Unit format</b>	Unit specifications contain the title, unit code, level, GLH, TQT and credit value, unit aim and content, learning outcomes (what has to be learnt), grading criteria (how the evidence of learning will be graded), and recommended methods of summative assessment.
<b>Assessment bands</b>	There are three bands of assessment (Pass, Merit and Distinction) as well as an Unclassified band for each unit. Overall grades for the qualifications are also banded Pass, Merit, Distinction and Unclassified. In order to achieve the minimum of a Pass grade learners must pass every individual learning outcome within every unit taken.
<b>External quality assurance (EQA)</b>	External quality assurance of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling of learners' work. External Quality Assurers (EQAs) are appointed, trained and standardised by RSL.

# 1. Qualification summary

## 1.1 Qualification aim and broad objectives

Creative Industries Practitioners qualifications at Levels 4 and 5 aim to provide:

- Progression from RSL Vocational Qualifications at Levels 1 to 3
- Opportunities for learners to develop skills, knowledge and understanding of specialist areas of work in creative industries
- Progression within the vocational qualifications towards higher level technical, professional and/or managerial skills, knowledge and understanding

## 1.2 Qualification rationale

RSL Level 4 and 5 Qualifications for Creative Industries Practitioners have been designed to build upon RSL's Vocational Qualifications at Levels 1 to 3. They are aimed at candidates looking to progress to a higher level of education. The unifying element of work within modern creative industries is the expectation for practitioners to undertake a portfolio career. This suite of qualifications has been designed to encourage the development of skills and self-reflection needed to navigate a unique and varied route through a complex landscape of careers.

## 1.3 Levels and final awards available

### Levels available

The qualifications are delivered at Level 4 and 5. The final qualification will be awarded upon successful completion of a specified number of Guided Learning Hours (GLH) at each level.

### The types of final award available are:

- Certificate
- Extended Certificate
- Subsidiary Diploma
- Diploma
- Extended Diploma

### Qualification flexibility

The qualifications have been designed so learners can move between qualifications. For example, a learner who has completed the units required for a Certificate can build on this

to work towards an Extended Certificate (by completing an additional unit), or towards a Subsidiary Diploma or Diploma by completing further units, as shown in Section 2. Similarly, learners working towards a Diploma may subsequently decide to discontinue their studies after having achieved sufficient units to be awarded the Extended Certificate or Certificate. These changes can be made by completing a 'change of registration' form, available from the RSL website or directly from the Vocational Team at [vocational@rslawards.com](mailto:vocational@rslawards.com).

## 1.4 Certification titles

The qualification will be shown on the certificate as one of the following:

### RSL Level 4 Qualifications for Creative Industries Practitioners

- RSL Level 4 Certificate for Creative Industries Practitioners
- RSL Level 4 Extended Certificate for Creative Industries Practitioners
- RSL Level 4 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 4 Diploma for Creative Industries Practitioners
- RSL Level 4 Extended Diploma for Creative Industries Practitioners

### RSL Level 5 Qualifications for Creative Industries Practitioners

- RSL Level 5 Certificate for Creative Industries Practitioners
- RSL Level 5 Extended Certificate for Creative Industries Practitioners
- RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 5 Diploma for Creative Industries Practitioners
- RSL Level 5 Extended Diploma for Creative Industries Practitioners

## 1.4 Entry requirements and progression

### Entry requirements

When reviewing the combinations of qualifications and/or experience held by the applicants applying for the qualification the following may be considered:

- Related Level 3 and/or Level 4 qualifications
- Related experience with supporting evidence
- Strong understanding of learner's own skill set with supporting evidence
- Strong understanding of a specialism within the creative sector with supporting evidence

### Progression routes

The units are designed to allow centres to shape and mould assessments to the individual needs of their learners and

prepare them either for working in creative industries or progressing onto further training or education.

## 1.5 The wider curriculum

RSL's Creative Industries qualifications provide opportunities for learners to develop their understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, as well as sustainable development, health and safety considerations, and European developments, consistent with international agreements.

### **Spiritual, moral, ethical, social, legislative, economic and cultural issues**

By its nature, involvement in creative subjects encourages learners to reflect on their achievement, explore spiritual issues, creative abilities and personal insights. It also encourages them to recognise and understand their own and others' worth. They may also explore moral values and attitudes and express their personal views about socially accepted codes of behaviour. There are opportunities to explore notions of community and society and their impact on individuals or groups. Cultural awareness is entwined with success in many aspects of the Creative Industries qualifications.

Creative Industries learners can explore the musical products of cultures other than their own, group identity and how cultural issues affect creative expression, music creation and consumption.

Consideration of issues relating to working in the music industry will inevitably help learners understand their rights and responsibilities, as well as gaining an insight into legal and democratic institutions and processes, roles of other bodies, economic development and environmental skills.

### **Sustainable development, health and safety considerations and European developments consistent with international agreements**

Learners can be given the opportunity to become more sustainability literate through developing understanding of the interaction between economic, social and environmental systems. For instance, some courses of action can have positive impacts on building human and social capital, but have negative environmental and social impacts.

Since these are practical qualifications, issues relating to health and safety are encountered in many units as well as being squarely addressed through the health and safety criteria found within the assessment criteria of the units. Much of the content of qualifications is applicable throughout Europe due to the equivalence of standards, technological advancements and industry processes.

## 2. Unit summary

### 2.1 Level 4 unit summary

Code	Unit title	GLH	TQT	Credit
CI-401	<b>Skills Development</b>	100	200	20
CI-402	<b>Self-Analysis</b>	100	200	20
CI-403	<b>Contextual Analysis</b>	100	200	20
CI-404	<b>Industry Project</b>	100	200	20
CI-405	<b>Creative Industries Income Streams</b>	100	200	20
CI-406	<b>Working to a Brief</b>	100	200	20

Final award	Units					
	Skills Development	Self Analysis	Contextual Analysis	Industry Project	Creative Industries Income Streams	Working to a Brief
<b>Certificate</b>	✓					
<b>Extended Certificate</b>	✓	✓				
<b>Subsidiary Diploma</b>	✓	✓	✓			
<b>Diploma</b>	✓	✓	✓	✓		
<b>Extended Diploma</b>	✓	✓	✓	✓	✓	✓

### 2.2 Level 5 unit summary

Code	Unit title	GLH	TQT	Credit
CI-501	<b>Advanced Skills Development</b>	100	200	20
CI-502	<b>Career Development</b>	100	200	20
CI-503	<b>Collaborative Project</b>	100	200	20
CI-504	<b>Industry Showcase</b>	100	200	20
CI-505	<b>Self-Care for Creative Professionals</b>	100	200	20
CI-506	<b>Portfolio Career Development</b>	100	200	20

Final award	Units					
	Advanced Skills Development	Career Development	Collaborative Project	Industry Showcase	Self-Care for Creative Professionals	Portfolio Career Development
<b>Certificate</b>	✓					
<b>Extended Certificate</b>	✓	✓				
<b>Subsidiary Diploma</b>	✓	✓	✓			
<b>Diploma</b>	✓	✓	✓	✓		
<b>Extended Diploma</b>	✓	✓	✓	✓	✓	✓

# 3. Assessment information

## 3.1 Assessment methodology

The underlying philosophy for assessment is that learners should receive credit for achievement, and that everyone should be encouraged to reach their full potential in all aspects of the course. To this end, a wide variety of assessment methodologies can be used in the delivery of these qualifications. Tutors are encouraged to find modes of assessment which best suit learners in terms of their strengths, and which will best prepare them for their future activities within the music industry, or in further study.

## 3.2 Internal assessment

Centres delivering these qualifications are encouraged to find creative and engaging ways to assess their learners. Assessment may involve various activities or types of evidence, and must be conducted in a way that ensures that all learners can access the assessment.

### Types of evidence

In general, the types of evidence required from learners may include:

- Assignment and/or project work
- Reports identifying specific skill development
- Illustrations/screenshots
- Recorded discussions
- Presentations
- Tutor observation
- Filmed discussion
- Video
- Audio recordings
- Simulation
- Interactive web-based elements (such as blogs, vlogs and websites)
- Witness statements

## 3.3 Grading criteria

### Summary

Grading criteria are specific to each unit and a detailed specification accompanies each unit, outlining what is expected to achieve each grade (Pass, Merit and Distinction). In order to achieve the minimum of a Pass grade, learners must pass each of the three learning outcomes within the unit.

### How grades are awarded

All assessment is criterion referenced, based on the achievement of specified learning outcomes (LOs). If the work submitted is not all of an equal standard, the assessor team will select the grade corresponding to the majority of the work submitted for the unit – for example, if the learner achieves a Merit for two of the learning outcomes and a Distinction for the third, the grade awarded will be a Merit.

### Unclassified grades

If work pertaining to one of the learning outcomes is Unclassified, the grade for the unit is also Unclassified, regardless of the grades awarded for the other learning outcomes.

### Examples of possible combinations

Learning Outcome (LO)			Unit grade
LO1	LO2	LO3	
Merit	Distinction	Distinction	<b>Distinction</b>
Pass	Distinction	Merit	<b>Merit</b>
Unclassified	Merit	Pass	<b>Unclassified</b>
Pass	Pass	Merit	<b>Pass</b>

## 3.4 Unit grade bands

The assessor teams are to apply the detailed grading criteria laid down in each unit as required. The grading criteria are 'banded' into the following categories:

### Distinction

A Distinction grade will be awarded where a learner has excelled in all of the tasks contained within the unit. They will use a highly developed and extensive range of skills and be able to produce very convincing and memorable work. They will be capable of producing highly original material/ideas and of presenting them in a very effective way. They will show acute understanding of concepts, including relationships between areas of knowledge, select and successfully use a range of techniques/processes/skills and manipulate them as appropriate. They communicate ideas well and reflect on and review their work insightfully.

### Merit

A Merit grade will be awarded where a learner has produced effective work in all of the tasks contained within the unit. They will produce original work and will be able to present this in an effective way. They will apply detailed knowledge appropriately in various contexts, use a wide range of sound techniques/processes/skills and know how to adapt these to suit their purposes. They review their work effectively and in detail.

## Pass

A Pass grade will be awarded where a learner has demonstrated all assessment criteria within the unit. They will be able to produce work that is structured and have some grasp of a core range of methods of presentation. They will demonstrate key areas of knowledge well and use basic techniques/process/skills appropriate to the learning outcome. They can make a clear but basic review of their own work.

## Unclassified

An Unclassified grade will be awarded where the learner has failed to demonstrate every assessment criteria within the unit.

## 3.5 Qualification grade

In order to be eligible for grading at Pass level or above, learners must pass all of the units contained within the qualification. The process for formulating an overall grade is given in the following section.

## 3.6 How the qualification grade is formulated

The grades given by tutors for each unit will be stored on the [rslawards.com](http://rslawards.com) website, which will formulate an overall qualification grade.

### Calculating unit scores

Unit scores are calculated by dividing the credit value of the unit by 4 and multiplying by the grade multipliers below:

- Distinction = 4
- Merit = 3
- Pass = 2

For example, in a 10-credit unit, a learner earning a Merit would receive a unit score of 7.5:

- $(10 \div 4) \times 3 = 7.5$

$$(\text{Unit Credit Value} \div 4) \times \text{Grade Multiplier} = \text{Unit Score}$$

### Calculating the overall grade

The total unit scores are combined and divided by the sum of the total credits available for the qualification. This gives the total qualification score which can be made into a percentage. The pass bands for these qualifications are as follows:

- 86%–100% Distinction
- 62%–85% Merit
- 50%–61% Pass

## 3.7 Examples of qualification grade calculations

### RSL Level 4 Extended Certificate for Creative Industries Practitioners

Unit	Credit	Grade	Unit Score
Skills Development	20	Merit	15
Self-Analysis	20	Pass	10

In this example, the learner has achieved a total unit score of 25 from a total credit value of 40, giving an overall percentage of 63%, therefore their overall grade is Merit:

- $(25 \div 40) \times 100 = 62.5$

### RSL Level 4 Extended Diploma for Creative Industries Practitioners

Unit	Credit	Grade	Unit Score
Skills Development	20	Merit	15
Self-Analysis	20	Merit	15
Contextual Analysis	20	Distinction	20
Creative Industries Income Streams	20	Distinction	20
Working to a Brief	20	Merit	15
Industry Project	20	Distinction	20

In this example, the learner has achieved a total unit score of 105, from a total credit value of 120, giving an overall percentage of 88%, so their overall grade is Distinction:

- $(105 \div 120) \times 100 = 87.5$

### RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners

Unit	Credit	Grade	Unit Score
Advanced Skills Development	20	Merit	–
Career Development	20	Pass	–
Collaborative Project	20	Unclassified	0

In this example, the learner has been awarded an Unclassified grade for one of the units, so their overall grade is Unclassified, regardless of the grades awarded for the other units.

### RSL Level 5 Diploma for Creative Industries Practitioners

Unit	Credit	Grade	Unit Score
Advanced Skills Development	20	Pass	10
Career Development	20	Pass	10
Collaborative Project	20	Merit	15

Self-Care for Creative Professionals	20	Pass	10
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In this example, the learner has achieved a total unit score of 50 from a total credit value of 80, giving an overall percentage of 56%, therefore their overall grade is Pass:

- $(45 \div 80) \times 100 = 56.25$

### 3.8 Formative assessment

Centres are to ensure that work is assessed on a regular basis. A record of any formative assessment should be kept by the centre, which all relevant tutors and centre managers should have access to. If this is not possible then records of formative assessment should be kept organised and ready for external quality assurers to view should the need arise. External quality assurers will expect to see evidence of formative assessment having taken place, integrated with regular feedback to learners about their progress. This is to ensure that students are able to check their understanding during the learning process, and for teaching and learning to be adjusted accordingly. Evidence could take the form of two or three of the following methods:

- **Observations**  
With notes taken during lessons reflecting on specific aspects of the student's learning and progress towards reaching the learning outcome, using spreadsheets/forms to record observations.
- **Discussions**  
Enabling assessors to determine the extent to which learners are understanding concepts through open-ended questions and encouragement of creative and reflective thinking.
- **Exit slips**  
Written responses to questions at the end of a session to assess understanding of key concepts, enabling the assessor to identify learners needing further help.
- **Learning logs**  
For learners to make their own reflections on the material they are learning, the processes they undertake and any concepts requiring clarification.
- **Peer assessment**  
Enabling learners to check the quality of work against the grading criteria, helping them to think about their own learning, articulate what they understand and what they still have to learn.
- **Practice projects/presentations**  
Allowing learners to improve their skills at the same time as enabling the assessor to gauge level of understanding.
- **Visual representations**  
Learners use graphic means such as mind maps to represent concepts, allowing assessors to assess depth of learning.

### 3.9 Retaking internally assessed learning outcomes

On receipt of summative assessment results, learners are permitted one further attempt at any or all learning outcomes within any internally assessed unit. This should be uncapped and is available to any learner, regardless of the original grade awarded.

### 3.10 External quality assurance (EQA)

#### EQA Process

A sample of the units which have been assessed internally by each centre is quality assured by an external team – appointed, trained and standardised by RSL. External quality assurance ensures that all assessments are carried out to the same standard by objective sampling of learners' work. Centres will be notified of the external quality assurance processes on approval and thereafter at the beginning of each new academic year.

#### The main functions of external quality assurance are to:

- Sample learner evidence, to ensure that centres' assessment decisions are valid, reliable and fair, and consistent with the national standards for the qualification
- Provide feedback to RSL and centres on the outcome of the quality assurance activities
- Provide support and guidance for centres offering the RSL Creative Industries qualifications

#### Action plans

In cases where certain issues arise during the quality assurance process, RSL will advise the centres what issues need to be addressed and make recommendations of how this may happen. Subsequent checks will be made to ensure that these action plans are being followed and that the centre is supported in their ongoing improvement.

### 3.11 Archiving learner work

Each centre should create an archive of learner work for each of the Creative Industries qualifications they offer. The archive should be kept a minimum of five years or for as long as the units remain valid. The purpose of archiving is to provide a record of learner work over time and to give external quality assurance teams a range of exemplars, which cover the full spread of learner abilities within each unit.

#### The archive should cover the following, where possible:

- 20% of all learner work, including a sample of each grade category, where available
- All externally quality assured work

- Examples of each type of assessment method in each unit
- Examples covering each tutor in each unit

### 3.12 Authenticity of work

Tutors are expected to take all necessary steps to ensure that learners' work is authentic and original. It is accepted that tutors will supervise and guide learners who are undertaking work, which is internally assessed. However, for all internally assessed work, tutors must:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Be able to supply evidence of their continuing supervision and authenticate all work submitted for assessment
- Ensure that the work is completed in accordance with the programme requirements and can be assessed using the specified grading criteria and procedures
- Be satisfied that the work produced by the learner is their own
- Ensure that any material used which is not the learner's own creation is acknowledged

### 3.13 Presentation of work for submission

It is the centre's responsibility to ensure that all learner work is available for assessment and sampling. All work must be suitably labelled with the learner's name, unit code, unit title and centre name.

### 3.14 Submission of grades

Centres will access a secure registration and assessment website ([rslawards.com](http://rslawards.com)), in which the grades will be entered. Centres are encouraged to update this on a regular basis to avoid a heavy workload at the end of the academic year. The final deadline for the completion of the database will be indicated in the key dates calendar for that academic year (this can also be found on the website).

RSL will use data provided on the database for achievement reporting and benchmarking purposes.

### 3.15 Results and certification

Centres will be able to check their learners' provisional results online upon completion of the assessment of their units. Results will be verified after the completion of the external quality assurance process and information on the verified results will be available online.

All certificates will be issued after the formal completion of all quality assurance processes.

### 3.16 Accessing data and information

Centres will be able to review the progress of their learners' grades through the learner registrations. These are learner specific and can be accessed through a personal password system, which will allow a centre to look at their learners' records of unit registration and achievement. Centres will be able to view the information relating to all learners enrolled on each qualification at that centre through the operation of the same website and password system.

## 4. Programme delivery models

Centres are free to offer these qualifications using any mode of delivery that meets the needs of their learners. It may be offered through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever the mode of delivery, centres must ensure that learners have appropriate access to the resources required for high quality delivery of the course, and subject specialist staff.

Further information on delivery can be found in the VQ Centre Handbook: [rslawards.com/vocational/deliver-qualifications](https://rslawards.com/vocational/deliver-qualifications).

## 5. Centre approval

### 5.1 Centre approval application procedures

Centres must apply for approval by RSL prior to enrolling learners. All approval documentation can be found on the RSL website. Centres seeking approval should consult the VQ Centre Handbook for full details on the approval process and the documentation they are required to submit.

### 5.2 Approval criteria

In order to gain approval to offer any or all of the RSL qualifications, the following criteria must be met:

- **Management systems**  
There are appropriate systems for managing the effective delivery of the qualifications (for example, regular team meetings and clear lines of responsibility)
- **Access to assessment**  
The centre has a clear commitment to equal opportunities
- **Assuring standards of assessment**  
There are arrangements for managing assessment which will ensure consistent standards across the centre
- **Assuring course quality**  
The centre's teaching team have the commitment and the expertise to deliver the programme according to the learning schedules established by RSL
- **Induction and learning programme**  
There is a commitment to providing effective induction and learning support for learner
- **Staff resources**  
There is an appropriate staff development plan and appropriate provision to allow this to be implemented
- **Physical resources**  
Each centre needs to have appropriate resources for the qualifications which they wish to offer to learners

# 6. Learner access and registration

## 6.1 Access and registration

This suite of qualifications will:

- Be available to everyone aged 16 or over at the time of registration who is capable of reaching the required standards
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualifications

At the point of application and/or interview, centres will ensure that all learners are fully informed about the requirements and demands of the qualification. Centres will take appropriate steps to assess each applicant's potential, and make a professional judgement about their ability to successfully complete the programme and achieve the qualification. This evaluation will need to take account of the support available to the learner within the centre during their programme of study, and any specific support which may be necessary to allow the learner to access the assessment for the qualification. RSL advise the use of initial assessment testing to verify the level of support needed by individual learners.

## 6.2 Recommended prior learning

Centres will need to review the combinations of qualifications and/or experience held by applicants progressing on to a Level 4 or 5 course. The experience/qualification profile of applicants wishing to study a Level 4 or 5 qualification may include one of the following:

- Related qualifications at Levels 1 to 4
- Related creative industry experience
- Portfolio of creative industry activity, which will support Level 4/5 work

These are suggestions, which may help with the selection process. However, it should be remembered that in some cases, commitment and dedication may supersede a lack of experience or any obvious academic qualifications. RSL support the notion of open access to these courses, with appropriate guidance being given to the learner at all times throughout the application process.

## 6.3 Recognised prior learning (RPL)

RSL encourage centres to recognise learners' previous achievement and experience through recognised prior learning (RPL). Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification.

RPL is the process of recognising a learner's previous achievement or learning experiences. It is of particular value to learners without formal qualifications who are either in employment, preparing to enter, or returning to employment. It may apply to, for example:

- RSL Grades
- BTEC qualifications
- GCSEs in vocational subjects
- VCEs
- Key Skills
- NVQs

Approved centres will ensure that they have appropriate RPL advisory processes and personnel in place.

All evidence presented for RPL must be mapped against RSL's assessment criteria. RPL must adhere to the assessment and internal verification processes of the centre and must be documented in order for RSL to moderate.

## 7. Complaints and appeals

RSL's Appeals and Complaints policies can be found on the website: [rslawards.com](https://www.rslawards.com)

## 8. Policies

The following policies and procedures can be obtained from the RSL website:

- Complaints and Appeals
- Equal Opportunities
- Sanctions
- Malpractice
- Centre Withdrawal
- Reasonable Adjustments and Special Considerations\*

\* Note that reasonable adjustment applications are the responsibility of the centre and will not be managed by RSL. Special consideration applications should be submitted directly to RSL.

## 9. Support, guidance and training

Centres wishing to provide these qualifications can obtain support and guidance from RSL through the following means:

- **Telephone support**  
0345 460 4747
- **Email support**  
[vocational@rslawards.com](mailto:vocational@rslawards.com)
- **Syllabus document and unit specifications**
- **Ongoing curriculum, delivery and assessment support**
- **Help and support available on the RSL website (webinars, training videos, exemplars)**

## 10. Contacts

All email correspondence about these qualifications should be directed to:

[vocational@rslawards.com](mailto:vocational@rslawards.com)

RSL  
Harlequin House  
Ground Floor  
7 High Street  
Teddington  
Middlesex  
TW11 8EE

[rslawards.com](http://rslawards.com)

+44 (0)345 460 4747

# Unit Specifications

# Skills Development

**Unit code: CI-401**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim and content

This unit aims to develop an understanding of the fundamental concepts and methodologies that underpin skills development in the context of the learner's principal discipline. Learners will understand how core technical vocabulary can inform their approach, and be able to apply the skills and vocabulary learned in this unit in a wider creative context. Whilst the majority of the techniques and technical theories encountered will be in the context of the learner's principal discipline, they are encouraged to identify broader applications for the content studied.

Throughout the unit, learners will be expected to initiate and maintain a self-directed and strategic approach to studying, and a balanced and holistic appreciation for both their practical and theoretical development as a creative. Learners will be responsible for motivating themselves to research and develop subject matter in pursuit of acquiring depth of understanding within the subject area. At all times, learners are encouraged to derive conclusions from research that are directly relevant to their own professional practice.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Demonstrate knowledge and execution of technical skills and devices specific to their discipline, in the context of the creative industries.
2. Display creativity and expression through the demonstration of a chosen discipline within the creative industries.
3. Evidence an understanding of the broader context in which skills and vocabulary developed in this unit may be applied.

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Demonstrate comprehensive knowledge and accomplished execution of a wide range of technical skills and devices, evidencing excellent technical proficiency and professionalism.
2. Consistently evidence highly creative and innovative engagement in a range of complex situations. The work is professional in its presentation and execution, utilising an innovative range of methods, techniques and modes of presentation appropriate to their chosen discipline.
3. Evidence a comprehensive and insightful understanding of the broader context in which skills developed in this unit may be applied, demonstrating accomplished synthesis of skills and a highly creative and original approach that is self-directed and professional in manner.

## Merit

To achieve a Merit, learners will:

1. Demonstrate detailed knowledge and effective execution of a wide range of technical skills and devices, evidencing a high level of technical proficiency and professionalism.
2. Evidence creative and innovative engagement in a range of complex situations. The work is presented and executed to a high level, utilising a wide range of methods, techniques and modes of presentation appropriate to their chosen discipline.
3. Evidence a thorough and detailed understanding of the broader context in which skills developed in this unit may be applied, demonstrating well-developed synthesis of skills and a creative approach that is self-directed and professional in manner.

## Pass

To achieve a Pass, learners will:

1. Demonstrate knowledge and execution of a range of technical skills and devices, evidencing technical proficiency and professionalism.
2. Evidence creative engagement in a range of complex situations, utilising a range of methods, techniques and modes of presentation appropriate to their chosen discipline.
3. Evidence understanding of the broader context in which skills developed in this unit may be applied, demonstrating synthesis of skills and an approach that is self-directed and professional in manner.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of demonstrating knowledge and execution of a range of technical skills and devices, and/or lack of evidence of technical proficiency and professionalism.
2. Lack of evidence of creative engagement in a range of complex situations, and/or lack of evidence of utilising a range of methods, techniques and modes of presentation appropriate to their chosen discipline.
3. Lack of evidence of an understanding of the broader context in which skills developed in this unit may be applied, and/or lack of evidence of an approach that is self-directed and professional in manner.

# Summative assessment

## Suggested summative assessment methods

Learners should produce a portfolio of work demonstrating creative use of technical skills within their chosen discipline and an understanding of how they can be applied in the wider creative industries. The evidence submitted should include:

- Filmed performance or presentation, demonstrating application of technical concepts (8–10 minutes in duration)
- Contextual discussion (written or presented) on how the skills developed throughout the study can be applied in the creative industries.

## Submission of evidence

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Self-Analysis

**Unit code: CI-402**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim and content

This unit aims to establish a benchmark for learners and identify areas that can be built upon in their development as a creative professional. The unit will include opportunities for learners to develop the following skills:

- **Self-management**

Self-awareness, personal values, learning preferences, personal reflection, self-management, reflective practice

- **Techniques for self-development**

Personal development planning, goal setting, identification of priority learning and training needs, receiving feedback

- **Skills analysis**

Skills mapping, career path analysis, researching key influencers

- **Development of continuing professionalism**

Life-long learning, continuous professional development, emotional and social literacy

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Analyse the key concepts relating to their skills and abilities as a creative.
2. Respond to feedback on their progression in the creative areas.
3. Apply learning to develop their skills as a creative to support individual career goals.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Evidence a comprehensive and rigorous analysis of concepts and components relating to their skills and abilities as a creative, supported by an exemplary range of materials.
2. Fully engage with feedback, resulting in high-level constructive input into critical self-evaluation, demonstrating acute awareness and understanding of development needs.
3. Produce an exemplary portfolio of evidence that demonstrates outstanding engagement in developing the skills needed to further their career goals.

### Merit

To achieve a Merit, learners will:

1. Evidence a detailed analysis of concepts and components relating to their skills and abilities as a creative, supported by a thorough range of materials.

2. Engage effectively with feedback, resulting in constructive input into critical self-evaluation, demonstrating good awareness and understanding of development needs.
3. Produce a well-developed portfolio of evidence that demonstrates effective engagement in developing the skills needed to further their career goals.

### **Pass**

To achieve a Pass, learners will:

1. Analyse concepts and components relating to their skills and abilities as a creative, supported by a range of materials.
2. Engage with feedback, resulting in constructive input into critical self-evaluation, demonstrating an awareness and understanding of development needs.
3. Produce a portfolio of evidence that demonstrates engagement in developing the skills needed to further their career goals.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of an analysis of concepts and components relating to their skills and abilities as a creative, and/or lack of evidence of a range of supporting materials.
2. Lack of evidence of an engagement with feedback, resulting in constructive input into critical self-evaluation, demonstrating an awareness and understanding of development needs.
3. Lack of evidence of demonstrating engagement in developing the skills needed to further their career goals.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should evaluate their own skills, and document their skill development through regular presentations with opportunities for feedback and Q&A sessions, demonstrating how their development plans have been modified through feedback from peers, tutors, experienced practitioners and other stakeholders. The evidence submitted should include:

- Self-evaluation early in the unit delivery to benchmark skills and build strategies for self-improvement. This could include SWOT analysis and setting SMART goals.
- Presentations of the learner's development plans with feedback sessions, with evidence of the learner updating their development strategies based on feedback.
- Creative work that demonstrates the learner's approach to developing skills, for example, a practice schedule and recorded evidence of progression, demonstrating how the skills developed will support their career goals.

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Contextual Analysis

**Unit code: CI-403**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim and content

It is important for creative people to be able to evaluate and analyse influences on their personal style. This unit aims to develop a learner's skills in interpreting and responding to influences in their own work. Learners will identify a key influence on their individual style, and analyse how they have influenced the learner's own creative output in a particular discipline (e.g. music, art, theatre, dance, business). The unit will include opportunities for learners to analyse styles and types of influence (historical and contemporary, subliminal, mimetic, cultural, social etc).

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Analyse the output and influence of a key individual.
2. Interpret the individual's creative output through the creation of a new work.
3. Evaluate their creative work.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Demonstrate a comprehensive and highly convincing ability to analyse the influences of a chosen individual on their work, showing acute knowledge and understanding of the context and complexity of the subject matter. This will include a rigorous and insightful explanation of how and why they chose the individual, and their interpretation of the individual's work.
2. Create a work which demonstrates a highly secure and confident understanding of interpretation and an acute and highly convincing understanding of the subtleties of the individual studied.
3. Comprehensively evaluate the work created, their interpretation of the subject, and their technical strengths and areas for development.

### Merit

To achieve a Merit, learners will:

1. Demonstrate an effective and convincing ability to analyse the influences of a chosen individual on their work, showing a detailed knowledge and understanding of the context and complexity of the subject matter. This will include a thorough and well-structured explanation of how and why they chose the individual, and their interpretation of the individual's work.
2. Create a work which demonstrates a secure understanding of interpretation and a well-developed and convincing understanding of the subtleties of the individual studied.

3. Evaluate clearly and in detail the work created, their interpretation of the subject, and their technical strengths and areas for development.

### **Pass**

To achieve a Pass, learners will:

1. Demonstrate an ability to analyse the influences of a chosen individual on their work, showing knowledge and understanding of the context and complexity of the subject matter. This will include an explanation of how and why they chose the individual, and their interpretation of the individual's work.
2. Create a work which demonstrates an understanding of interpretation and an understanding of the subtleties of the individual studied.
3. Evaluate the work created, their interpretation of the subject, and their technical strengths and areas for development.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of an ability to analyse the influences of a chosen individual on their work, showing knowledge and understanding of the context and complexity of the subject matter, and/or lack of evidence of an explanation of how and why they chose the individual, and their interpretation of the individual's work.
2. Lack of evidence of creating a work which demonstrates an understanding of interpretation and an understanding of the subtleties of the individual studied.
3. Lack of evidence of an evaluation of the work created, their interpretation of the subject, and their technical strengths and areas for development.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should identify a key influence on their development and analyse that individual's creative work, then create and evaluate an original work which demonstrates their interpretation of the individual's creative output. The evidence submitted should include:

- An analysis of the work of a key individual and how they have influenced the learner's own output.
- Filmed performance or presentation, demonstrating the learner's interpretation of the individual's output through the creation of a new work (minimum duration of 10 minutes)
- An evaluation of the learner's work, including:
  - The rationale for the work
  - An evaluation of the work itself
  - How the individual's influence has been interpreted
  - The learner's technical strengths and areas for development

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Industry Project

**Unit code: CI-404**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim and content

This unit focuses on the creation of a programme of work to demonstrate a range of skills and technical knowledge that have been developed during the study of this qualification. The unit will include opportunities for learners to develop the following skills and technical knowledge:

- Ability to show technical mastery and personal style
- Use of an extensive vocabulary of the professional creative industries
- Assured artistry
- Ability to demonstrate a performance / undertake a project in a coherent, confident and assured manner

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Plan a performance/project that explores an advanced technical approach to their discipline.
2. Undertake a performance/project which demonstrates an advanced level of technical understanding.
3. Evaluate the performance/project.

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Demonstrate a comprehensive and highly convincing knowledge and understanding of the context and complexity of the project, giving a rigorous, insightful and confident explanation of the rationale and theme behind the works and their preparation for the performance.
2. Demonstrate highly secure and sustained structural features and complex elements throughout the work. Learners will demonstrate an accomplished and highly confident understanding of interpretation and a comprehensive understanding of the subtleties of context and engagement with the desired audience.
3. Comprehensively evaluate the work, incisively assessing the technical strengths and areas for development.

### **Merit**

To achieve a Merit, learners will:

1. Demonstrate a thorough and convincing knowledge and understanding of the context and complexity of the project, giving a detailed explanation of the rationale and theme behind the works and their preparation for the performance.

2. Demonstrate secure and sustained structural features and complex elements throughout the work. Learners will demonstrate an effective and well-developed understanding of interpretation and a thorough understanding of the subtleties of context and engagement with the desired audience.
3. Evaluate clearly and in detail the work, thoroughly assessing the technical strengths and areas for development.

### **Pass**

To achieve a Pass, learners will:

1. Demonstrate knowledge and understanding of the context and complexity of the project, explaining the rationale and theme behind the works and their preparation for the performance.
2. Demonstrate structural features and complex elements throughout the work. Learners will demonstrate an understanding of interpretation and an understanding of the subtleties of context and engagement with the desired audience.
3. Evaluate the work, assessing the technical strengths and areas for development.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge and understanding of the context and complexity of the project, and/or lack of evidence of an explanation of the rationale and theme behind the works and their preparation for the performance.
2. Lack of evidence of demonstrating structural features and complex elements through the performance, and/or lack of evidence of demonstrating an understanding of interpretation and the subtleties of context and engagement with the desired audience.
3. Lack of evidence of an evaluation of the work, assessing the technical strengths and areas for development.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should perform/organise and evaluate a varied performance of creative works. The evidence submitted should include:

- A video of the performance of a minimum duration of 10 minutes.
- An evaluation of the performance. The evaluation should include:
  - The rationale for the pieces chosen, including the technical skills to be demonstrated and the theme
  - A description of the preparation for the performance
  - Identification of the learner's own technical strengths and areas for development, with reference to specific elements of the performance.
  - An evaluation of the work itself

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Creative Industries Income Streams

**Unit code: CI-405**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim and content

To manage a creative career, it's vital to have a clear sense of the available income streams, and knowledge of how to maximise income and minimise expenses. This unit aims to enable learners to recognise and reproduce various income streams available to creatives in the current creative industry environment and to appraise the commercial opportunities presented by various income streams in relation to an individual area of the creative industries. The unit will include opportunities for learners to explore commercial and personal relationships, examples of long-term model partnerships, financial modelling, forecasting, cash flow management and the ethics of management. During this unit learners will be empowered to communicate in an authoritative way with finance professionals such as accountants, banks and third-party investors.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Identify and describe income streams available to practitioners in the creative industries.
2. Create a business strategy that maximises the commercial potential of an individual, utilising a range of income streams.
3. Evaluate the efficacy of the business strategy created.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Demonstrate extensive knowledge of business and entrepreneurial practices, including budgets and financial management, demonstrating a comprehensive understanding of the requirements of working in professional creative industry contexts.
2. Create an highly original, rigorous and realistic business strategy to maximise the commercial potential of an individual, applying a range of management practices. The strategy will demonstrate extensive knowledge and understanding of a diverse range of contracts and business deals, which are comprehensively informed by industry standards.
3. Comprehensively evaluate the business strategy, demonstrating a rigorous and insightful understanding of the financial landscape they are working in.

### Merit

To achieve a Merit, learners will:

1. Demonstrate knowledge of a wide range of business and entrepreneurial practices, including budgets and financial management, demonstrating a thorough and detailed understanding of the requirements of working in professional creative industry contexts.

2. Create an original, effective and well-developed business strategy to maximise the commercial potential of an individual, applying a range of management practices. The strategy will demonstrate knowledge and understanding of a diverse range of contracts and business deals, which are clearly informed by industry standards.
3. Evaluate clearly and in detail the business strategy, demonstrating a thorough understanding of the financial landscape they are working in.

### **Pass**

To achieve a Pass, learners will:

1. Demonstrate knowledge of a range of business and entrepreneurial practices, including budgets and financial management, demonstrating understanding of the requirements of working in professional creative industry contexts.
2. Create a business strategy to maximise the commercial potential of an individual, applying a range of management practices, contracts and business deals which are informed by industry standards.
3. Evaluate the business strategy, demonstrating understanding of the financial landscape they are working in.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge of a range of business and entrepreneurial practices, including budgets and financial management, and/or lack of evidence of a demonstration of understanding the requirements of working in professional creative industry contexts.
2. Lack of evidence of creating a business strategy to maximise the commercial potential of an individual, applying a range of management practices, contracts and business deals which are informed by industry standards.
3. Lack of evidence of an evaluation of the business strategy, and/or lack of evidence of understanding of the financial landscape they are working in.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should identify and explain available income streams, create a business strategy to maximise them, and evaluate the effectiveness of the strategy. The evidence submitted should include:

- Case study on the subject of 'Identifying and Exploiting Income Streams', including:
  - Explanation of the income streams available to a specific role in the creative industries.
  - Strategic plan for maximising income over a 12-month period – following a hypothetical scenario learners should formulate a business strategy for maximising income, including a 12-month projected cash flow with a critical summary. All assertions, arguments and conclusions should be supported by appropriate references and evidence.
- An evaluation of the business strategy, using feedback to inform strategies for generating income in their own career. This could include a SWOT analysis of the strategy and setting SMART goals for maximising income and minimising expenses in future creative industry projects.

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Working to a Brief

**Unit code: CI-406**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim and content

This unit aims to enable learners to develop an authoritative and credible practice, suitable for a variety of different scenarios within the creative industries, and to be able to explain and apply the conventions and vocabulary of their craft in relation to future scenarios working for or with other creatives. Learners will develop an awareness of current trends in their field and demonstrate their ability to create work within the parameters of a specific brief. Learners will be required to reflect critically on the process and explain the methods they have used including the rationale behind them.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Utilise a range of techniques to generate original, industry-standard ideas in a variety of creative contexts.
2. Develop original ideas, presenting them in varied formats that are suitable for industry.
3. Evaluate creative work, presenting findings in oral and written form.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Demonstrate comprehensive working knowledge and execution of a wide range of creative techniques by generating accomplished and innovative, industry-standard ideas in a variety of creative contexts. The ideas will demonstrate excellent technical proficiency, evidenced across contrasting areas, and a consistently professional approach.
2. Evidence highly developed synthesis of discipline knowledge, approaches and techniques in content development. The finished work is diverse in its presentation and execution, utilising an innovative range of methods, formats, and modes of presentation appropriate to industry standards.
3. Provide a rigorous critical evaluation of their work, supported by a comprehensive understanding of subject-specific research. The research is applied to a highly creative standard, demonstrating accomplished skills in organisation, synthesis and critical evaluation.

### Merit

To achieve a Merit, learners will:

1. Demonstrate effective working knowledge and execution of a range of creative techniques by generating highly original and well-developed, industry-standard ideas in a variety of creative contexts. The ideas will demonstrate a high level of technical proficiency, evidenced across contrasting areas, and

a professional approach.

2. Evidence well-developed synthesis of discipline knowledge, approaches and techniques in content development. The finished work is diverse in its presentation and execution, utilising a wide range of methods, formats, and modes of presentation appropriate to industry standards.
3. Provide a thorough and detailed critical evaluation of their work, supported by a clear understanding of subject-specific research. The research is applied to a creative standard, demonstrating effective skills in organisation, synthesis and critical evaluation.

### **Pass**

To achieve a Pass, learners will:

1. Demonstrate working knowledge and execution of creative techniques by generating original, industry-standard ideas in a variety of creative contexts. The ideas will demonstrate technical proficiency, evidenced across contrasting areas, and a professional approach.
2. Evidence synthesis of discipline knowledge, approaches and techniques in content development. The finished work utilises a range of methods, formats, and modes of presentation appropriate to industry standards.
3. Provide a critical evaluation of their work, supported by an understanding of subject-specific research. The research is applied to a creative standard, demonstrating skills in organisation, synthesis and critical evaluation.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of working knowledge and execution of creative techniques by generating original, industry-standard ideas in a variety of creative contexts, and/or lack of evidence of the ideas demonstrating technical proficiency, evidenced across contrasting areas, and a professional approach.
2. Lack of evidence of synthesis of discipline knowledge, approaches and techniques in content development, and/or lack of evidence of the finished work utilising a range of methods, formats, and modes of presentation appropriate to industry standards.
3. Lack of evidence of a critical evaluation of their work, supported by an understanding of subject-specific research, and/or lack of evidence of the research being applied to a creative standard, demonstrating skills in organisation, synthesis and critical evaluation.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should produce and evaluate a varied portfolio of creative works. The evidence submitted should include:

- A portfolio of contrasting works, containing two or more creative pieces of work, created to briefs, that differ stylistically (minimum duration of 5 minutes for each work)
- Supporting essay critically reflecting on the process and the methods used in the construction of the works

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Advanced Skills Development

**Unit code: CI-501**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim and content

This unit introduces advanced concepts and technically-specific vocabulary necessary for the purpose of attaining a mature and assured standard of technical application during performance. The aim of this unit is to enable learners to develop advanced technical concepts and vocabulary in the context of creative arts and be able to apply and manipulate technical conventions and vocabulary creatively across a range creative output.

Throughout the unit, learners will be expected to maintain a self-directed, consistent and strategic approach to studying. They will develop a balanced and holistic appreciation for their practical and theoretical development as a creative artist, engaging with micro and macro level concepts in detail. The unit will include opportunities for learners to develop the following skills and technical knowledge:

- Identifying and applying advanced concepts, technical vocabulary and devices
- Concepts designed to introduce layers of subtlety and nuance into creative work
- Methods for modifying or subverting conventional technical approaches to meet original creative aims.
- Cognitive and analytical skills for researching artists, repertoire and advanced theory relevant to the field

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Present a range of specialised technical devices.
2. Identify and utilise suitable and relevant technical language during the presentation of specialised technical devices.
3. Demonstrate the ability to select or omit appropriate technical devices, in accordance with stylistic conventions.

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Evidence comprehensive knowledge and accomplished execution of a wide range of techniques. Their work demonstrates outstanding technical proficiency and professionalism and consistently evidences creative and innovative engagement in a range of complex situations.
2. Evidence highly developed synthesis of discipline knowledge and vocabulary, utilising an innovative range of methods and techniques.
3. Interpret concepts relevant to the discipline highly successfully, evidencing a highly creative approach that is self-directed and professional in manner.

## Merit

To achieve a Merit, learners will:

1. Evidence thorough and detailed knowledge and effective execution of a wide range of techniques. Their work demonstrates high levels of technical proficiency and professionalism and evidences creative and innovative engagement in a range of complex situations.
2. Evidence well developed synthesis of discipline knowledge and vocabulary, utilising a wide range of methods and techniques.
3. Interpret concepts relevant to the discipline successfully, evidencing a creative approach that is self-directed and professional in manner.

## Pass

To achieve a Pass, learners will:

1. Evidence knowledge and execution of a wide range of techniques. Their work demonstrates technical proficiency and professionalism and evidences creative engagement in a range of complex situations.
2. Evidence synthesis of discipline knowledge and vocabulary, utilising a range of methods and techniques.
3. Interpret concepts relevant to the discipline, evidencing an approach that is self-directed and professional in manner.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge and execution of a wide range of techniques. Lack of evidence of their work demonstrating technical proficiency and professionalism and evidencing creative engagement in a range of complex situations.
2. Lack of evidence of synthesis of discipline knowledge and vocabulary, utilising a range of methods and techniques.
3. Lack of evidence of interpreting concepts relevant to the discipline, evidencing an approach that is self-directed and professional in manner.

# Summative assessment

## Suggested summative assessment methods

Learners should produce a portfolio of work demonstrating a range of technical concepts that highlight the core aspects of the unit, including application of technical language and concepts and manipulation of these in the context of a pre-agreed piece of work. The evidence submitted should include:

- Filmed performance or presentation (10–12 minutes in duration)

## Submission of evidence

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Career Development

**Unit code: CI-502**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim and content

The aim of this unit is to allow learners to plan their development within the creative industries and contextualise this knowledge back into their own practice. The unit suits individual consultation and feedback on both career planning and evidence of implementing a plan. The following elements may be useful to focus on during career planning: image and identity, contextual understanding, creative output, experience, products, market awareness, fanbase, client relationships, industry awareness.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Create an action plan for career development that sets goals and targets.
2. Produce a portfolio of evidence that demonstrates the implementation of the plan to develop their career towards a defined goal.
3. Evaluate and reflect on the evidence created within the context of their development plan.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Develop a comprehensive and rigorous plan of action that demonstrates outstanding awareness of timescale, achievability and goal setting. The plan will be based on an outstanding level of research and understanding in relation to their own career and its subsequent development over a specified period of time.
2. Produce an accomplished portfolio of evidence that maps against the career development plan over a specified period of time and against their own criteria for development. The portfolio demonstrates outstanding levels of research.
3. Comprehensively evaluate and reflect on the evidence created within the context of our development plan, evidencing independent and insightful critical evaluation and analysis, supported by an extensive understanding of subject specific research.

### Merit

To achieve a Merit, learners will:

1. Develop an thorough and detailed plan of action that demonstrates effective awareness of timescale, achievability and goal setting. The plan will be based on a high level of research and understanding in relation to their own career and its subsequent development over a specified period of time.

2. Produce an effective portfolio of evidence that maps against the career development plan over a specified period of time and against their own criteria for development. The portfolio demonstrates high levels of research.
3. Evaluate and reflect in detail on the evidence created within the context of our development plan, evidencing thorough and well-structured critical evaluation and analysis, supported by an effective understanding of subject specific research.

### **Pass**

To achieve a Pass, learners will:

1. Develop a plan of action that demonstrates awareness of timescale, achievability and goal setting. The plan will be based on research and understanding in relation to their own career and its subsequent development over a specified period of time.
2. Produce a portfolio of evidence that maps against the career development plan over a specified period of time and against their own criteria for development.
3. Evaluate and reflect on the evidence created within the context of our development plan, evidencing critical evaluation and analysis, supported by an understanding of subject specific research.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of a plan of action that demonstrates awareness of timescale, achievability and goal setting, and/or lack of evidence of the plan being based on research and understanding in relation to their own career and its subsequent development over a specified period of time.
2. Lack of evidence of producing a portfolio of evidence that maps against the career development plan over a specified period of time and against their own criteria for development.
3. Lack of evidence of an evaluation of the evidence created within the context of our development plan, evidencing critical evaluation and analysis, supported by an understanding of subject specific research.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should develop an action plan for their own career development and demonstrate the implementation of the plan towards a defined goal, the nature of which is flexible and can vary according to specialism. In evaluating their development plan, learners should reflect on feedback received throughout the process and how they applied it in their development.

The evidence submitted should include:

- Career development plan, supported by evidence and evaluation of implementing the plan over a period of time (learners are not required to produce a finished project/goal for this assessment)

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Collaborative Project

**Unit code: CI-503**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim and content

In this unit learners will demonstrate their contribution to planning, designing and developing a group production/performance to an audience. Planning and executing a performing arts production as part of a group is a key skill to master. During their career, most creative artists are likely to have a variety of roles in group performances, as are those who work in technical and production roles. Being part of a group production requires an awareness of the individual role and how it contributes to the overall group, working with others to construct and deliver a coherent and balanced production. The unit will include opportunities for learners to develop their own skills and technical knowledge, as well as skills for working in teams such as: leadership and facilitation skills, motivating others, active listening, and giving and receiving feedback.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Plan, design and develop a group production or performance on a chosen theme.
2. Execute the group production or performance.
3. Evaluate the success of the project and their individual role within the group.

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Evidence a comprehensive and highly convincing knowledge and understanding of the stylistic direction chosen, giving a comprehensive and rigorous explanation of the rationale and theme for the production and an insightful and confident account of their role in the preparation and planning.
2. Demonstrate highly secure and sustained technical skills required for the role throughout the production, evidencing accomplished teamworking skills.
3. Comprehensively evaluate the success of the project, including a rigorous and insightful evaluation of the production/performance, their role in it, and their technical strengths and areas for development.

### **Merit**

To achieve a Merit, learners will:

1. Evidence a thorough and convincing knowledge and understanding of the stylistic direction chosen, giving a clear and detailed explanation of the rationale and theme for the production and a well thought through account of their role in the preparation and planning.
2. Demonstrate secure and sustained technical skills required for the role throughout the production, evidencing effective and well-developed teamworking skills.

3. Evaluate clearly and in detail the success of the project, including a thorough and detailed evaluation of the production/performance, their role in it, and their technical strengths and areas for development.

### **Pass**

To achieve a Pass, learners will:

1. Evidence knowledge and understanding of the stylistic direction chosen, explaining the rationale and theme for the production and an account of their role in the preparation and planning.
2. Demonstrate technical skills required for the role throughout the production, evidencing teamworking skills.
3. Evaluate the success of the project, including an evaluation of the production/performance, their role in it, and their technical strengths and areas for development.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge and understanding of the stylistic direction chosen, explaining the rationale and theme for the production and an account of their role in the preparation and planning.
2. Lack of evidence of demonstrating technical skills required for the role throughout the production, and/or lack of evidence of teamworking skills.
3. Lack of evidence of an evaluation of the success of the project, including an evaluation of the production/performance, their role in it, and their technical strengths and areas for development.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should plan, produce and evaluate a product for the creative industries within a group context. Learners should supply evidence which shows their contribution to the project, including a production plan in their own words. The evidence submitted should include:

- Production plan (including individual roles, project direction, schedule and requirements)
- Filmed production/performance (15–20 minutes in duration)
- Evaluation of the project, the learner's individual responsibilities and role within the group

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Industry Showcase

**Unit code: CI-504**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim and content

This unit provides an opportunity for learners to demonstrate the totality of their skills and knowledge in their chosen discipline within the creative industries, embodying their unique style. Learners will assume responsibility for all creative and administrative aspects of their work, demonstrating a strategic approach for both practice and research.

## Learning outcomes

**Learners will be able to:**

1. Showcase creative work that demonstrates knowledge and skills as appropriate for the discipline at a professional level.
2. Demonstrate a distinct creative identity through interpretive insight, personal expression and creativity in the creative work.
3. Reflect on the processes and logistics required to create the work and critically evaluate the success of the work itself.

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Evidence assured knowledge and accomplished execution of a wide range of techniques. The work demonstrates outstanding technical proficiency and professionalism, with learners consistently evidencing creative and innovative engagement with a range of complex situations.
2. Evidence highly developed synthesis of discipline knowledge and vocabulary in creative practice. The work is professional in its presentation and execution, utilising an innovative range of methods, techniques and modes of presentation appropriate to the individual's creative identity.
3. Provide a comprehensive and rigorous critical evaluation and analysis of the creation and execution of the work, supported by an extensive understanding of subject specific research, applied to a highly creative standard.

### **Merit**

To achieve a Merit, learners will:

1. Evidence thorough knowledge and effective execution of a wide range of techniques. The work demonstrates well-developed technical proficiency and professionalism, with learners evidencing creative and innovative engagement with a range of complex situations.

2. Evidence well-developed synthesis of discipline knowledge and vocabulary in creative practice. The work is professional in its presentation and execution, utilising a wide range of methods, techniques and modes of presentation appropriate to the individual's creative identity.
3. Provide a thorough and detailed critical evaluation and analysis of the creation and execution of the work, supported by a clear understanding of subject specific research, applied to a creative standard.

### **Pass**

To achieve a Pass, learners will:

1. Evidence knowledge and execution of a wide range of techniques. The work demonstrates technical proficiency and professionalism, with learners evidencing engagement with a range of complex situations.
2. Evidence synthesis of discipline knowledge and vocabulary in creative practice. The work utilises a range of methods, techniques and modes of presentation appropriate to the individual's creative identity.
3. Provide a critical evaluation and analysis of the creation and execution of the work, supported by an understanding of subject specific research.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge and execution of a wide range of techniques. Lack of evidence of technical proficiency and professionalism, and engagement with a range of complex situations.
2. Lack of evidence of synthesis of discipline knowledge and vocabulary in creative practice. Lack of evidence of utilising a range of methods, techniques and modes of presentation appropriate to the individual's creative identity.
3. Lack of evidence of a critical evaluation and analysis of the creation and execution of the work, and/or lack of evidence of an understanding of subject specific research.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should perform/organise and evaluate a showcase of their creative work. The evidence submitted should include:

- Filmed or audio recorded piece of creative work (15–20 minutes in duration)
- Reflective essay on the creative processes behind the work and a critical evaluation of the work itself

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Self-Care for Creative Professionals

**Unit code: CI-505**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim and content

This unit enables learners to critically evaluate the impact of working life in the creative arts on their physical and mental health, developing strategies to manage their health and wellbeing. Creative arts can be stressful on the body and mind, and practitioners should have an understanding of how to manage their health and wellbeing, this can include:

- Strategies for improving and maintaining fitness
- Eating a balanced diet and keeping hydrated
- Looking after your body
- Getting enough sleep and rest
- What to do in the case of injuries and accidents

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Research methods and strategies for managing health and wellbeing.
2. Assess their own health and care needs.
3. Link research to their own career applying techniques and synthesising new approaches to their health and care needs.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Evidence a mature, sensitive and highly self-aware approach to researching potential physical and mental impacts on creative practitioners and ways in which health and care can be managed.
2. Carry out an informed and mature assessment of their own health and care needs, clearly relating these to their understanding of the wider industry.
3. Make rigorous and insightful decisions about ways in which they can manage their own health and care needs.

### Merit

To achieve a Merit, learners will:

1. Evidence a mature and self-aware approach to researching potential physical and mental impacts on creative practitioners and ways in which health and care can be managed.

2. Carry out a thoughtful and thorough assessment of their own health and care needs, relating these to their understanding of the wider industry.
3. Make thoughtful and informed decisions about ways in which they can manage their own health and care needs.

### **Pass**

To achieve a Pass, learners will:

1. Research potential physical and mental impacts on creative practitioners and ways in which health and care can be managed.
2. Carry out an assessment of their own health and care needs.
3. Make decisions about ways in which they can manage their own health and care needs.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of researching potential physical and mental impacts on creative practitioners and ways in which health and care can be managed.
2. Lack of evidence of an assessment of their own health and care needs.
3. Lack of evidence of making decisions about ways in which they can manage their own health and care needs.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should review literature related to the risks and impacts on the health and wellbeing of those working in the creative industries, and provide a critical evaluation of how these can be related to their own situation. Learners should then develop a personal self-care plan relevant to their creative career, which demonstrates understanding of the research and how to apply it to their own needs. The evidence submitted should include:

- Research into managing health and wellbeing for creative arts practitioners
- Assessment of personal health and care needs
- Personal self-care plan

### **Submission of evidence**

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.

# Portfolio Career Development

**Unit code: CI-506**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim and content

This unit focuses on the application of specialist and supplementary skills towards a range of scenarios within the creative industries. Learners will compile a range of creative output, reflective of the portfolio working style of the modern creative professional – this could include performance, composition, cross-media collaboration, consultancy and teaching.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Identify and analyse a range of elements relevant to the portfolio career of a creative artist.
2. Create a range of contrasting creative work that demonstrates the breadth of their chosen discipline.
3. Assess variables and critically reflect on their experiences planning a portfolio career.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Articulate in-depth knowledge of roles in a wide-ranging creative portfolio career. Relevant conventions are analysed in relation to wider business contexts with a comprehensive understanding of the key functions and influences on contemporary practice.
2. Demonstrate comprehensive knowledge and accomplished execution of a wide range of creative work. The work demonstrates outstanding technical proficiency and professionalism.
3. Provide a rigorous and insightful critical reflection on their career development, incisively assessing their strengths and areas for development.

### Merit

To achieve a Merit, learners will:

1. Articulate a high level of knowledge of roles in a wide-ranging creative portfolio career. Relevant conventions are analysed in relation to wider business contexts with an effective understanding of the key functions and influences on contemporary practice.
2. Demonstrate detailed knowledge and effective execution of a wide range of creative work. The work demonstrates a high level technical proficiency and professionalism.
3. Provide a clear and detailed critical reflection on their career development, thoroughly assessing their strengths and areas for development.

## Pass

To achieve a Pass, learners will:

1. Articulate knowledge of roles in a wide-ranging creative portfolio career. Relevant conventions are analysed in relation to wider business contexts with an understanding of the key functions and influences on contemporary practice.
2. Demonstrate knowledge and execution of a wide range of creative work. The work demonstrates technical proficiency and professionalism.
3. Critically reflect on their career development, assessing their strengths and areas for development.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge of roles in a wide-ranging creative portfolio career. Lack of evidence of analysing relevant conventions in relation to wider business contexts and understanding of key functions and influences on contemporary practice.
2. Lack of evidence of demonstrating knowledge and execution of a wide range of creative work. Lack of evidence of the work demonstrating technical proficiency and professionalism.
3. Lack of evidence of a critical reflection on their career development, assessing their strengths and areas for development.

# Summative assessment

## Suggested summative assessment methods

Learners should conduct research into creative portfolio careers, analysing a wide range of different roles, conventions and business contexts. They should present a varied portfolio of creative works, congruent with their skill set, evaluating the elements that make up the portfolio and assessing their use in the learner's suggested portfolio career. The evidence submitted should include:

- Portfolio of creative work and critical reflection.

## Submission of evidence

It is recommended that evidence submitted in support of this unit is integrated into an e-portfolio. This will provide learners with an opportunity to submit a meaningful package of work, representative of that which might be created in professional life, which evidences their knowledge, skills and understanding holistically, within the context of the realisation of an overarching, practical outcome.