



# **RSL Level 3 Qualifications for Creative Industries Practitioners**

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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 3 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 September 2020

## Qualifications covered by this syllabus specification

### RSL Level 3 Qualifications for Creative Industries Practitioners

- RSL Level 3 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 3 Diploma for Creative Industries Practitioners
- RSL Level 3 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

## Qualification titles

Creative Industries qualifications at Level 3			
Qualification titles	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Core units
Level 3 Subsidiary Diploma for Creative Industries Practitioners	540	900	2
Level 3 Diploma for Creative Industries Practitioners	720	1200	3
Level 3 Extended Diploma for Creative Industries Practitioners	1080	1800	4

## 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>	Units in this qualification are selected from RSL's Level 3 Creative and Performing Arts, Creative Digital Media, and Creative Music Industry qualifications. The unit specifications contain the title, unit code, level, GLH and TQT value, unit aim, learning outcomes (what has to be learnt), assessment criteria (evidence on which the learner is assessed), grading criteria (how the evidence will be graded), summative assessment strategies (containing suggestions as to how assessment could take place and appropriate forms of learner evidence), unit content, suggested delivery ideas, suggested activity ideas and links with other units in the original qualification suite.
<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

The aim is to provide a flexible, vocationally-relevant suite of creative industry qualifications, which will equip learners with the skills to develop realistic employment opportunities in creative industries or to progress onto Higher Education.

### Qualification objectives

- To focus delivery on practical performance, creation, production and events, as well as the development of business knowledge and opportunities to explore creative industry entrepreneurship through learner-centred activity
- To provide opportunities for learners to develop skills, knowledge and understanding of specialist areas of work in creative industries
- To make the qualifications relevant to a wide variety of applications from FE provision through to schools, Creative Apprenticeships and e-learning, while ensuring appropriate academic options are available for appropriate types of HE progression
- To embed transferable skills and functional skills into the qualification
- To provide progression within the vocational qualifications towards higher level technical, professional and/or managerial skills, knowledge and understanding

## 1.2 Qualification rationale

The unifying element of work within modern creative industries is the expectation for practitioners to undertake a portfolio career. These qualifications are designed to encourage the development of skills and self-reflection needed to navigate a unique and varied route through a complex landscape of careers. The qualification suite has been designed to provide vocationally relevant courses that span the creative industries, allowing for both direct progression into creative industry work and/or progression to a higher level of study. It focuses upon the recognition of achievement through a range of practical skills, knowledge development, as well as offering flexibility of unit combination.

## 1.3 Levels and final awards available

### Levels available

The qualifications are delivered at Level 3. 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:

- Subsidiary Diploma
- Diploma
- Extended Diploma

### Qualification flexibility

The suite of qualifications has been designed so learners can move between qualifications. For example, a learner who has completed the units required for a Subsidiary Diploma can build on this to work towards a Diploma (by completing additional units), or towards an Extended Diploma by completing further units. Similarly, learners working towards a Diploma or Extended Diploma may subsequently decide to discontinue their studies after having achieved sufficient units to be awarded a Subsidiary Diploma or Diploma. See Section 3 for details on core units which have to be completed for each type of final award. 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 3 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 3 Diploma for Creative Industries Practitioners
- RSL Level 3 Extended Diploma for Creative Industries Practitioners

## 2. Qualification structure

This section should be read in conjunction with the unit selection tables in Section 3.

### 2.1 Qualification overview

#### Overview

Learners studying on a Creative Industries qualification can choose to select Level 3 units from any of the following RSL creative qualifications:

- Creative Music Industry (CMI)
- Creative and Performing Arts (CAPA)
- Creative Digital Media (CDM)

### 2.2 Unit families

To aid unit selection, core units have been selected from the qualifications listed above and grouped into the four different families below:

#### Career Development

The aim of each of these units is to allow learners to plan their development within the creative industries and contextualise this knowledge back into their own practice. The units suit 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.

#### Industry Project

Industry Project units give an opportunity for the learner to undertake a project in a coherent, confident and assured manner, demonstrating a range of skills and technical knowledge that have been developed during their study.

#### Contextual

Units in this family will include opportunities for learners to analyse styles and types of influence (historical and contemporary, subliminal, mimetic, cultural, social etc). They will develop their understanding of the themes, ideas and practices associated with their creative discipline, and to be able to evaluate and analyse influences on their personal style.

#### Creative Industries Income Streams

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. The units in this family have been chosen to enable learners to recognise and reproduce various income streams available in the current environment and to appraise the commercial opportunities presented by various income streams in relation to an individual area of the creative industries.

#### How to select units

Learners can accumulate GLH through their unit selections and work towards a qualification title. Learners will be led by centres when choosing the unit options available to them. For each type of final award a minimum number of GLH must be taken from specified unit families (Section 2.2). All of the units in this qualification suite are internally assessed (staff in centres provide assessment opportunities for, and assess the work produced by, learners).

### 2.3 Unit selection

#### Core units

For each type of final award there is a minimum number of GLH which must be taken from each family (Section 3.1). There are no prerequisite requirements for taking any unit, and learners can select core units in different subjects – for example, a learner studying for a Subsidiary Diploma could take CMI 388 Planning for a Career in Music and CDM 303 Creating and Publishing Digital Content as their core units. The unit selection tables in Section 3 contain a full list of the units which can be chosen as core units for each unit family.

#### Optional units

In addition to the core unit requirements, learners are able to select any additional Level 3 units from RSL's creative qualifications, to accumulate the minimum GLH needed for their chosen qualification title. For a full list of available units, learners should consult the unit tables within the Creative Music Industry (CMI), Creative and Performing Arts (CAPA) and Creative Digital Media (CDM) syllabuses.

### 2.4 Skill units

Skill units are adaptations of regular units. A skill unit will not contain the same planning/pre-production elements as the optional unit and as such gives learners the opportunity to engage with the practical elements of the unit sooner. Skill units carry 2/3 of the GLH value of the full unit and, where available, will be identified in the unit tables within the Creative Music Industry (CMI), Creative and Performing Arts (CAPA) and Creative Digital Media (CDM) syllabuses.

## 2.5 Unit requirements by qualification

### Subsidiary Diploma (540 GLH)

- One Career Development unit (minimum 60 GLH)
- One Industry Project unit (minimum 60 GLH)
- Additional units, from any family

### Diploma (720 GLH)

- One Career Development unit (minimum 60 GLH)
- One Industry Project unit (minimum 60 GLH)
- One Contextual unit (minimum 60 GLH)
- Additional units, from any family

### Extended Diploma (1080 GLH)

- One Career Development unit (minimum 60 GLH)
- One Industry Project unit (minimum 60 GLH)
- One Contextual unit (minimum 60 GLH)
- One Creative Industries Income Streams unit (minimum 60 GLH)
- Additional units, from any family

## 2.6 Examples of unit selection

Below are some examples of what units learners might choose to take for different qualifications:

### RSL Level 3 Subsidiary Diploma for Creative Industries Practitioners

A learner working towards an Subsidiary Diploma could take:

- **Career Development unit:**  
CAPA 306 Planning for a Career in the Creative and Performing Arts (90 GLH)
- **Industry Project unit:**  
CMI 309 Collaborative Music Composition (90 GLH)
- **Additional units:**  
CMI 308 Solo Music Composition (90 GLH)  
CMI 361 Selling Recorded Music (60 GLH)  
CMI 372 Music in Context (30 GLH)  
CAPA 338 Artist Development (60 GLH)  
CAPA 352 Songwriting (60 GLH)  
CAPA 353 Vocal Techniques (Music) (60 GLH)

### RSL Level 3 Diploma for Creative Industries Practitioners

A learner working towards a Diploma could take:

- **Career Development unit:**  
CMI 388 Planning for a Career in Music (90 GLH)
- **Industry Project unit:**  
CDM 303 Creating and Publishing Digital Content (90 GLH)
- **Contextual unit:**  
CDM 359 Creative Industry Trends (60 GLH)
- **Additional units:**  
CMI 305 Music Sequencing and Production (90 GLH)  
CMI 343 Composing Music for Media Destinations (90 GLH)  
CMI 346 Creating a Sample Library (60 GLH)

- CAPA 386 Sound Effects and Special Effects (60 GLH)
- CDM 322 Creative Digital Moving Image Packages (60 GLH)
- CDM 323 Creating Audio for Digital Media (60 GLH)
- CDM 339 Writing for Creative Digital Media (60 GLH)

### RSL Level 3 Extended Diploma for Creative Industries Practitioners

A learner working towards an Extended Diploma on the Performance pathway could take:

- **Career Development unit:**  
CAPA 306 Planning for a Career in the Creative and Performing Arts (90 GLH)
- **Industry Project unit:**  
CAPA 305 Final Production (180 GLH)
- **Contextual unit:**  
CMI 386 Music Research Project (90 GLH)
- **Creative Industries Income Streams unit:**  
CAPA 354 Advertising, Marketing and Promotion (60 GLH)
- **Additional units:**  
CMI 302 Rehearsing Music (90 GLH)  
CMI 303 Performing Music Live (90 GLH)  
CMI 304 Improving Instrumental Performance (90 GLH)  
CMI 326 Dance for Musicians (90 GLH)  
CMI 342 Practical Musicianship (90 GLH)  
CAPA 325 Collaborative Cross Arts Performance (60 GLH)  
CAPA 359 Creative Industry Trends (60 GLH)  
CDM 305 Vlog Production (90 GLH)

## 2.7 Entry requirements and progression

### Entry requirements

These qualifications are open to all learners aged 16 and older. There are no prerequisites needed for learners entering for any of these qualifications.

### Progression routes

Learners completing a Level 3 qualification will have the skills to progress straight into the creative industries. Alternatively, they can progress to higher education courses in Music, Creative and Performing Arts and Digital Media.

## 2.8 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 and performing arts 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.

Consideration of issues relating to working in creative industries will inevitably help learners understand their rights, responsibilities, 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.

# 3. Unit summary

## 3.1 Core unit requirements

The table below shows the core unit requirements for each qualification. Where indicated as a mandatory requirement for the qualification, learners must take a minimum of one unit from the unit family.

Final award	Unit family			
	Career Development	Industry Project	Contextual	Creative Industries Income Streams
Subsidiary Diploma	✓	✓		
Diploma	✓	✓	✓	
Extended Diploma	✓	✓	✓	✓

## 3.2 Unit family: Career Development

Career Development units			
Code	Unit title	GLH	TQT
CMI 388	Planning for a Career in Music	90	150
CMI 389	Working as a Freelance Music Practitioner	90	150
CAPA 306	Planning for a Career in the Creative and Performing Arts	90	150
CAPA 3107	Preparing for Freelance Work	60	100
CDM 334	Creating a Digital Image Portfolio	60	100
CDM 335	Planning a Career in Creative Digital Media	60	100

## 3.3 Unit family: Industry Project

Industry Project units			
Code	Unit title	GLH	TQT
CMI 301	Collaborative Project	90	150
CMI 303	Performing Music Live	90	150
CMI 305	Music Sequencing and Production	90	150
CMI 306	Digital Recording and Production	90	150
CMI 308	Solo Music Composition	90	150
CMI 309	Collaborative Music Composition	90	150
CMI 311	Managing a Music Event	90	150
CMI 314	Setting up a Music Business	90	150
CAPA 301	Live Performance	60	100
CAPA 302	Technical Production	60	100
CAPA 303	Event Management	60	100
CAPA 305	Final Production	180	300

CDM 301	<b>Producing a Digital Media Product or Service</b>	90	150
CDM 302	<b>Creating 3D Digital Games</b>	90	150
CDM 303	<b>Creating and Publishing Digital Content</b>	90	150

### 3.4 Unit family: Contextual

<b>Contextual units</b>			
<b>Code</b>	<b>Unit title</b>	<b>GLH</b>	<b>TQT</b>
CMI 377	<b>Development of Sound Sources</b>	60	100
CMI 379	<b>Development of Music Recording Technology</b>	60	100
CMI 380	<b>Understanding Recording Studio Design</b>	60	100
CMI 381	<b>Understanding Recording Techniques</b>	60	100
CMI 382	<b>Understanding Live Sound Design</b>	60	100
CMI 385	<b>Listening to Music</b>	60	100
CMI 386	<b>Music Research Project</b>	90	150
CAPA 310	<b>Approaches to Acting</b>	60	100
CAPA 319	<b>Theatre Spaces and Audiences</b>	60	100
CAPA 332	<b>Global Dance Styles</b>	60	100
CAPA 333	<b>International Dance Touring</b>	60	100
CAPA 337	<b>Social Dance Through the Ages</b>	60	100
CAPA 346	<b>Music of the World</b>	60	100
CAPA 349	<b>Popular Music History</b>	60	100
CAPA 359	<b>Creative Industry Trends</b>	60	100
CDM 307	<b>Research Dissertation</b>	90	150
CDM 339	<b>Writing for Creative Digital Media</b>	60	100

### 3.5 Unit family: Creative Industries Income Streams

<b>Creative Industries Income Streams units</b>			
<b>Code</b>	<b>Unit title</b>	<b>GLH</b>	<b>TQT</b>
CMI 314	<b>Setting up a Music Business</b>	90	150
CMI 316	<b>Copyright and Music</b>	90	150
CMI 317	<b>Working in the Music Industry</b>	90	150
CMI 356	<b>Music Industry Revenue Flow</b>	60	100
CMI 357	<b>Royalties and Music</b>	60	100
CMI 361	<b>Selling Recorded Music</b>	60	100
CMI 362	<b>Music Publishing</b>	60	100
CAPA 354	<b>Advertising, Marketing and Promotion</b>	60	100
CAPA 357	<b>Creating a Product</b>	60	100
CAPA 361	<b>Enterprise and Innovation</b>	60	100
CAPA 362	<b>Funding, Finance and Investment for the Creative Arts</b>	60	100
CAPA 370	<b>Starting a Business in the Arts</b>	60	100
CDM 304	<b>Planning and Pitching a Digital Media Product or Service</b>	90	150

CDM 337	<b>Starting an Online Business</b>	60	100
CDM 332	<b>Managing a Social Media Campaign</b>	60	100
CDM 333	<b>Managing a Social Network Community</b>	60	100

### 3.6 Additional optional units

In addition to the core units listed in the tables above, learners are able to select any additional Level 3 units from RSL's creative qualifications, to accumulate the minimum GLH needed for their chosen qualification title. For a full list of available units, learners should consult the unit tables within the Creative Music Industry (CMI), Creative and Performing Arts (CAPA) and Creative Digital Media (CDM) syllabuses.

# 4. Assessment information

## 4.1 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 creative industries, or in further study.

## 4.2 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:

- Participation in public performance events (organiser and/or performer)
- Written and recorded compositions
- Assignment and/or project work
- Reports identifying specific skill development
- Business plans
- Rehearsal and/or recording logs
- Diagrams/graphs
- Illustrations/screenshots
- Recorded discussions
- Presentations
- Tutor observation
- Video evidence of discussion/performance/composition
- Simulation
- Interactive web-based elements (such as blogs, vlogs and websites)
- Witness statement

## 4.3 Grading criteria

### Summary

Grading criteria are specific to each unit and a detailed document accompanies each unit, outlining what is expected to achieve each grade (Distinction, Merit, Pass and

Unclassified). In order to achieve the minimum of a Pass grade, learners must pass every individual assessment criterion within every learning outcome.

### 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 that learning outcome – for example, if the learner achieves a Merit for two of the assessment criteria and a Distinction for the third, the grade awarded will be a Merit. Where there is no majority grade, for example if two Passes and two Merits are awarded, the grade for the learning outcome will be the higher of the grades, in this case a Merit.

### Unclassified grades

If work pertaining to one of the assessment criteria is Unclassified, the grade for the learning outcome is also Unclassified, regardless of the grades awarded for the other assessment criteria.

### Examples of possible combinations

Assessment Criteria (AC)			Learning Outcome (LO)
AC1	AC2	AC3	
Merit	Distinction		<b>Distinction</b>
Pass	Distinction	Merit	<b>Merit</b>
Unclassified	Merit	Pass	<b>Unclassified</b>
Pass	Pass	Merit	<b>Pass</b>

## 4.4 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.

## 4.5 Qualification grade

The process for formulating an overall grade is given in the following section. The pass bands for the qualifications are as follows:

### Grading bands

- 94%–100% Distinction\*
- 87%–93% Distinction
- 63%–86% Merit
- 50%–62% Pass

### Distinction\*

A Distinction\* grade is an aggregated one for the whole qualification based on consistently high achievement across the full range of units within the qualification. Learners achieving a Distinction\* grade will be consistently working at Distinction level as outlined in the individual unit grading criteria. Their work will display a depth of insight, analysis and initiative and a breadth of understanding in each of the units they are working on. Those gaining a Distinction\* will have applied their knowledge and displayed skills at an advanced level in all, or the vast majority, of their work.

## 4.6 How the qualification grade is formulated

The grades given by tutors for each unit will be stored on the **rslawards.com** website which will then formulate an overall qualification grade. Points are allocated per 30 GLH portion.

In cases where the number of GLH undertaken exceeds the number of GLH required to gain the qualification, the GLH carrying the least value will be disregarded.

### Calculating the points achieved per unit

For every 30 GLH:

- A Distinction is worth a score of 4
- A Merit is worth a score of 3
- A Pass is worth a score of 2

For example, a Distinction grade for a 90 GLH unit would be worth a score of 12 points; a Distinction grade for a 60 GLH unit would be worth a score of 8 points.

### Calculating the overall grade

To calculate the overall grade, the total points achieved are divided by the maximum points available. An example is given below:

### RSL Level 3 Subsidiary Diploma for Creative Industries Practitioners

- Career Development unit:**  
CAPA 306 Planning for a Career in the Creative and Performing Arts (90 GLH)
- Industry Project unit:**  
CMI 309 Collaborative Music Composition (90 GLH)
- Additional units:**  
CMI 308 Solo Music Composition (90 GLH)  
CMI 361 Selling Recorded Music (60 GLH)  
CMI 372 Music in Context (30 GLH)  
CAPA 338 Artist Development (60 GLH)  
CAPA 352 Songwriting (60 GLH)  
CAPA 353 Vocal Techniques (Music) (60 GLH)

Unit	GLH	Grade	Points
CAPA 306 Planning for a Career in the Creative and Performing Arts	90	Merit	9
CMI 309 Collaborative Music Composition	90	Distinction	12
CMI 308 Solo Music Composition	90	Distinction	12
CMI 361 Selling Recorded Music	60	Pass	4
CMI 372 Music in Context	30	Distinction	4
CAPA 338 Artist Development	60	Merit	6
CAPA 352 Songwriting	60	Distinction	8
CAPA 353 Vocal Techniques (Music)	60	Distinction	8

In this example, the maximum number of points available is 72. As the learner has achieved a score of 63 points out of a maximum of 72, their overall percentage is 88%, resulting in an overall grade of Distinction:

- $(63 \div 72) \times 100 = 88$

### Implementing optional skill units

In instances where skill units have been utilised, the overall grade is calculated in the same way as outlined above, with the points awarded for a skill unit being 2/3 of the equivalent full-sized unit. For example:

CMI 339 Arranging Music (Orchestration) (90 GLH)		
Unit grade	Points (full unit)	Skill unit points (2/3 of full-sized unit)
Distinction	12	8
Merit	9	6
Pass	6	4

## 4.7 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. This evidence could take the form of two or three of the following methods:

- **Observations**  
(with notes taken during lessons reflecting on specific aspects of their learning and progress towards reaching the learning outcome, using spreadsheets/forms to record observations)
- **Discussion**  
(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 students needing further help)
- **Learning logs**  
(for students 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 assessment criteria, helping them to think about their own learning, articulate what they understand and what they still

have to learn)

- **Practice projects/presentations**  
(allowing them to improve their skills at the same time as enabling the assessor to gauge level of understanding)
- **Visual representations**  
(i.e. learners use graphic means such as mind maps to represent concepts, allowing assessors to assess depth of learning)

## 4.8 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.

## 4.9 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, 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 qualifications for creative music industry

### 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. Checks will be made to ensure that these plans are being followed and that the centre is supported in their ongoing improvement.

## 4.10 Archiving learner work

Each centre should create an archive of learner work for each of the Creative Music Industry 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

## 4.11 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

## 4.12 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.

## 4.13 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 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.

## 4.14 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.

## 4.15 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.



## 5. 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).

## 6. Centre approval

### 6.1 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.

### 6.2 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

# 7. Learner access and registration

## 7.1 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.

## 7.2 Recommended prior learning

Centres will need to review the combinations of qualifications and/or experience held by applicants applying for a Level 3 course. The experience/qualification profile of applicants wishing to study a Level 3 qualification may include one of the following:

- Related qualifications at Levels 1 to 3
- Related creative industry experience
- Portfolio of creative industry activity, which will support Level 3 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.

## 7.3 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.

## 8. Complaints and appeals

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

## 9. 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.

# 10. 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)**

# 11. 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