

RSL Levels 1, 2 and 3 Qualifications in the Creative Music Industry

(Non-Performance Tables)

August 2020

Acknowledgements

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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 qualifications, examinations and resources.

RSL Levels 1, 2 and 3 Qualifications in the Creative Music Industry

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 1 Qualifications in the Creative Music Industry

- RSL Level 1 Award in the Creative Music Industry
- RSL Level 1 Certificate in the Creative Music Industry
- RSL Level 1 Extended Certificate in the Creative Music Industry
- RSL Level 1 Diploma in the Creative Music Industry

RSL Level 2 Qualifications in the Creative Music Industry

- RSL Level 2 Award in the Creative Music Industry
- RSL Level 2 Certificate in the Creative Music Industry
- RSL Level 2 Extended Certificate in the Creative Music Industry
- RSL Level 2 Diploma in the Creative Music Industry

RSL Level 3 Qualifications in the Creative Music Industry

- RSL Level 3 Award in the Creative Music Industry
- RSL Level 3 Certificate in the Creative Music Industry
- RSL Level 3 Extended Certificate in the Creative Music Industry
- RSL Level 3 Subsidiary Diploma in the Creative Music Industry
- RSL Level 3 Diploma in the Creative Music Industry
- RSL Level 3 Extended Diploma in the Creative Music Industry

For detailed information on all aspects of RSL qualifications visit rslawards.com.

Qualifications at a glance

Qualification titles and structure

Creative Music Industry qualifications at Levels 1, 2 and 3*				
Qualification titles	Pathways (learner chooses one)	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Core units
Level 1				
Level 1 Award in the Creative Music Industry	Performance	60	100	1
Level 1 Certificate in the Creative Music Industry	Production	120	200	1
Level 1 Extended Certificate in the Creative Music Industry	Composition	180	300	1
Level 1 Diploma in the Creative Music Industry	Live Events	480	800	1
	Entrepreneurship			
Level 2				
Level 2 Award in the Creative Music Industry	Performance	60	100	1
Level 2 Certificate in the Creative Music Industry	Production	120	200	1
Level 2 Extended Certificate in the Creative Music Industry	Composition	180	300	1
Level 2 Diploma in the Creative Music Industry	Live Events	480	900	1
	Entrepreneurship			
Level 3				
Level 3 Award in the Creative Music Industry		90	150	1
Level 3 Certificate in the Creative Music Industry	Performance	210	350	1
Level 3 Extended Certificate in the Creative Music Industry	Production	360	600	1
Level 3 Subsidiary Diploma in the Creative Music Industry	Composition	540	900	1
Level 3 Diploma in the Creative Music Industry	Live Events	720	1200	2
Level 3 Extended Diploma in the Creative Music Industry	Entrepreneurship	1080	1800	2

*For Performance Tables qualifications visit [rslawards.com/vocational/syllabus](https://www.rslawards.com/vocational/syllabus):

- Levels 1&2 Tech Awards for Music Practitioners (Confirmed for DfE Performance Tables Until 2023)
- Level 3 Tech Levels for Music Practitioners (Confirmed for DfE Performance Tables Until 2023)

Assessment

Form of assessment	All assessment is conducted internally (i.e. staff in centres provide assessment opportunities for, and assess the work produced by, learners).
Unit format	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), suggested summative assessment methods, recommended evidence (how the evidence can be submitted), unit content, transferable skills, suggested delivery ideas, suggested activity ideas and links with other units in the CMI qualification suite.
Assessment bands	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 banded Pass, Merit, Distinction, Distinction* and Unclassified. In order to achieve the minimum of a Pass grade learners must pass every individual assessment criterion within every unit taken.
External quality assurance (EQA)	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

Qualification aim

The aim is to provide a flexible, vocationally relevant suite of creative music industry qualifications, which will equip learners with the skills to develop realistic employment opportunities in the music industry or to progress to higher education.

Qualification objectives

The broad objectives of this suite of qualifications are:

- To focus delivery and assessment on practical music performance, music making, music production and music events, as well as the development of music business knowledge and opportunities to explore music industry entrepreneurship through learner centred activity.
- 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 HE progression.
- To embed transferable skills and functional skills into the qualifications to enhance employability.

1.2 Qualification rationale

This suite of qualifications has been designed to provide vocationally relevant courses that span the creative music industries. The suite allows for both direct progression into industry and/or progression to a higher level of study. It focuses upon the recognition of achievement through practical musical skills, production, composition, live events and entrepreneurship, and offers flexibility of unit combination.

1.3 Levels and final awards available

Levels available

The qualifications range from Level 1 to Level 3, with five pathways at each level. The qualification will be awarded upon successful completion of a specified number of guided learning hours (GLH) at each level.

Level 1 and 2 final awards:

- Award
- Certificate
- Extended Certificate
- Diploma

Level 3 final awards:

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

Qualification flexibility

The suite of qualifications has been designed so learners can move between qualifications at each level. For example, a learner who has completed the units required for a Level 1 Certificate can build on this to work towards a Level 1 Extended Certificate (by completing an additional optional unit). Similarly, a learner working towards a Level 2 Diploma may subsequently decide to discontinue their studies after having achieved sufficient units to be awarded an 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.

1.4 Certification titles

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

- RSL Level 1 Award in the Creative Music Industry
- RSL Level 1 Certificate in the Creative Music Industry
- RSL Level 1 Extended Certificate in the Creative Music Industry
- RSL Level 1 Diploma in the Creative Music Industry
- RSL Level 2 Award in the Creative Music Industry
- RSL Level 2 Certificate in the Creative Music Industry
- RSL Level 2 Extended Certificate in the Creative Music Industry
- RSL Level 2 Diploma in the Creative Music Industry
- RSL Level 3 Award in the Creative Music Industry
- RSL Level 3 Certificate in the Creative Music Industry
- RSL Level 3 Extended Certificate in the Creative Music Industry
- RSL Level 3 Subsidiary Diploma in the Creative Music Industry
- RSL Level 3 Diploma in the Creative Music Industry
- RSL Level 3 Extended Diploma in the Creative Music Industry

Certification titles will include the chosen qualification pathway on the certificate. For example:

- RSL Level 1 Award in the Creative Music Industry (Entrepreneurship)
- RSL Level 2 Extended Certificate in the Creative Music Industry (Production)
- RSL Level 3 Subsidiary Diploma in the Creative Music Industry (Performance)

2. Qualification structure

This section should be read in conjunction with the unit selection tables in Sections 3, 4 and 5.

2.1 Qualification pathways

Choice of pathway

Learners taking a Creative Music Industry qualification select one pathway from the following:

- Performance
- Production
- Composition
- Live Events
- Entrepreneurship

Each pathway embodies a specific profile of study and this informs the core unit choices, which you are guided to make. Learners will be led by centres when choosing the pathway options available to them, and the units within their chosen pathway. The profile of each pathway is described in more detail in Section 2.2.

Pathway rationale

The aim of each pathway is to equip learners with a variety of abilities relevant to the creative music industry, ranging from knowledge development through to nearing professional skill acquisition. Examples of the types of job role that these qualifications may lead to include, but are by no means limited to: recording or performing artist, music producer, music composer/arranger, event manager, music technologist, music industry entrepreneur and music industry professional.

2.2 Pathway profiles

Performance

Learners will:

- Perform effectively on their instrument/voice
- Rehearse and display musicianship skills
- Initiate and develop repertoire
- Rehearse effectively and perform music live
- Understand contextual issues relating to music style, audience and the music industry
- Further their understanding of the live performance industry

Production

Learners will demonstrate:

- Sound recording skills
- Mixing and mastering skills
- Sequencing and production skills
- Video production skills
- Understanding of contextual issues relating to music production techniques
- Understanding of the music production industry

Composition

Learners will:

- Compose and arrange music
- Initiate and develop repertoire
- Develop musicianship skills through use of a harmony-based instrument
- Use recording and sequencing software/hardware
- Understand contextual issues relating to music style, audience and the music industry

Live Events

Learners will:

- Organise and run events
- Learn about event promotion and management
- Develop technical stage management and event management skills
- Work as part of a team
- Understand contextual issues relating to live events and the music industry
- Further their understanding of the live events industry

Entrepreneurship

Learners will demonstrate:

- Sound business and financial skills
- Marketing skills
- Understanding of contracts and copyright
- Freelance practice
- Understanding of contextual issues relating to the music business and the wider music industry
- Further their understanding of the music industry

2.3 Types of unit

RSL Creative Music Industry qualifications consist of two types of unit:

- Core (mandatory) units, chosen for their relevance to the overall qualification
- Optional units (including skill units and borrowed units at Level 3)

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.

2.4 Core units

Core units have been chosen for their relevance to the overall qualification pathway, and as such these units are a mandatory part of the qualifications. For each pathway, core units are tagged with the word 'Core' in the unit selection tables (Sections 3, 4 and 5).

2.5 Level 1 core units

At Level 1, all learners must take at least one core unit from their chosen pathway. The core units for each pathway are as follows:

Performance

- CMI 101 Rehearsing Music
- CMI 102 Performing Music Live

Production

- CMI 103 Recording Sound
- CMI 104 Music Sequencing and Production

Composition

- CMI 105 Solo Music Composition
- CMI 106 Practical Harmony

Live Events

- CMI 107 Organising a Music Event
- CMI 108 Practical Sound Reinforcement

Entrepreneurship

- CMI 109 Exploring a Career in Music
- CMI 110 Understanding the Music Industry

2.6 Level 2 core units

At Level 2, all learners must take at least one core unit from their chosen pathway. The core units for each pathway are as follows:

Performance

- CMI 201 Rehearsing Music
- CMI 202 Performing Music Live

Production

- CMI 203 Recording Sound
- CMI 204 Music Sequencing and Production

Composition

- CMI 205 Solo Music Composition
- CMI 206 Practical Harmony

Live Events

- CMI 207 Organising a Music Event
- CMI 208 Practical Sound Reinforcement

Entrepreneurship

- CMI 209 Earning Money in the Music Industry
- CMI 210 Music Marketing and Promotion

2.7 Level 3 core units

Learners taking a Level 3 Award, Certificate, Extended Certificate, Subsidiary Diploma must take at least one core unit; learners taking a Level 3 Diploma or Extended Diploma must take two core units. In addition to the pathway-specific core units, learners on any pathway have access to two generic core units that can be tailored towards their chosen pathway. The core units for each pathway are as follows:

Performance

- CMI 302 Rehearsing Music
- CMI 303 Performing Music Live
- CMI 304 Improving Instrumental Performance

Production

- CMI 305 Music Sequencing and Production
- CMI 306 Digital Recording and Production
- CMI 307 Studio Sound Mixing

Composition

- CMI 308 Solo Music Composition
- CMI 309 Collaborative Music Composition
- CMI 310 Practical Harmony

Live Events

- CMI 311 Managing a Music Event
- CMI 312 Practical Sound Reinforcement
- CMI 313 Live Event Promotion

Entrepreneurship

- CMI 314 Setting up a Music Business
- CMI 315 Music Promotion
- CMI 316 Copyright and Music

Generic core units (can be tailored towards any pathway)

- CMI 301 Collaborative Project
- CMI 317 Working in the Music Industry

2.8 Optional units

Selecting optional units

In addition to the mandatory core units, learners can select from a number of optional units, which are open to all pathways. The number of optional units selected will depend on the chosen type of final award. These units are tagged with the word 'Optional' in the unit selection tables (Sections 3, 4 and 5). Learners can also take additional 'core' units, from any of the pathways, which will be considered as optional units within the qualification.

Unit families

To aid unit selection, optional units are grouped into families:

- Performance
- Production
- Composition
- Live Events
- Entrepreneurship
- Contextual
- Personal Development (Level 3 only)
- Facilitation (Level 3 only)

There are no restrictions to the number of units that learners can choose from each family:

Skill units (Level 3 only)

Skill units are adaptations of regular optional units at Level 3. An optional skill unit will not contain the same planning/pre-production elements as the full optional unit (learners will only complete assessment criteria 2 and 3) and as such gives learners the opportunity to engage with the practical elements of the unit sooner. Optional skill units carry 2/3 of the GLH value of the full optional unit and are identified in the Level 3 unit selection tables (Section 5). Core units may not be conducted as optional skill units.

Borrowed units (Level 3 only)

Learners at Level 3 may also borrow units from outside of the Creative Music Industry qualification suite to help form the full qualification size. The borrowed units can be taken from elsewhere in RSL's Level 3 creative qualifications (Creative and Performing Arts and Creative Digital Media).

2.9 Level 1 and 2 unit selection

All units at Level 1 and 2 are worth 60 GLH. For each type of qualification learners must complete a minimum number of GLH, as listed below:

Award (60 GLH)

- One core unit, specific to the chosen pathway (60 GLH)

Certificate (120 GLH)

- One core unit, specific to the chosen pathway (60 GLH)
- One optional unit (60 GLH)

Extended Certificate (180 GLH)

- One core unit, specific to the chosen pathway (60 GLH)
- Two optional units (120 GLH in total)

Diploma (480 GLH)

- One core unit, specific to the chosen pathway (60 GLH)
- Seven optional units (420 GLH in total)

2.10 Level 3 unit selection

At Level 3 core units are worth 90 GLH and optional units 30, 60 or 90 GLH.

Award (90 GLH)

- One core unit, specific to the chosen pathway (90 GLH)

Certificate (210 GLH)

- One core unit, specific to the chosen pathway (90 GLH)
- Further optional units (minimum of 120 GLH in total)

Extended Certificate (360 GLH)

- One core unit, specific to the chosen pathway (90 GLH)
- Further optional units (minimum of 270 GLH in total)

Subsidiary Diploma (540 GLH)

- One core unit, specific to the chosen pathway (90 GLH)
- Further optional units (minimum of 450 GLH in total)

Diploma (720 GLH)

- Two core units, specific to the chosen pathway (180 GLH in total)
- Further optional units (minimum of 540 GLH in total)

Extended Diploma (1080 GLH)

- Two core units, specific to the chosen pathway (180 GLH in total)
- Further optional units (minimum of 900 GLH in total)

2.11 Examples of unit selection

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

RSL Level 1 Award in the Creative Music Industry (Performance)

A learner working towards a Level 1 Award on the Performance pathway could take:

- **Core unit:**
CMI 102 Live Music Performance (60 GLH)

RSL Level 2 Certificate in the Creative Music Industry (Production)

A learner working towards a Level 2 Certificate on the Production pathway could take:

- **Core unit:**
CMI 203 Recording Sound (60 GLH)
- **Optional unit:**
CMI 204 Music Sequencing and Production (60 GLH)

RSL Level 2 Diploma in the Creative Music Industry (Composition)

A learner working towards a Level 2 Diploma on the Composition pathway could take:

- **Core unit:**
CMI 205 Solo Music Composition (60 GLH)
- **Optional units:**
CMI 204 Music Sequencing and Production (60 GLH)
CMI 216 DJ Skills (60 GLH)
CMI 219 Remixing and Production (60 GLH)
CMI 223 Collaborative Music Composition (60 GLH)
CMI 227 Composing Music for Media Destinations (60 GLH)
CMI 229 Using a Keyboard with a DAW (60 GLH)
CMI 238 Creating and Publishing Digital Content (60 GLH)

RSL Level 3 Extended Certificate in the Creative Music Industry (Entrepreneurship)

A learner working towards a Level 3 Extended Certificate on the Entrepreneurship pathway could take:

- **Core unit:**
CMI 314 Setting up a Music Business (90 GLH)
- **Optional units:**
CMI 316 Copyright and Music (90 GLH)
CMI 357 Royalties and Music (60 GLH)
CMI 361 Selling Recorded Music (60 GLH)
CMI 362 Music Publishing (60 GLH)

RSL Level 3 Subsidiary Diploma in the Creative Music Industry (Live Events)

A learner working towards a Subsidiary Diploma on the Live Events pathway could take:

- **Core unit:**
CMI 311 Managing a Music Event (90 GLH)
- **Optional units:**
CMI 313 Live Event Promotion (90 GLH)
CMI 347 Live Sound Engineering (Front of House) (90 GLH)
CMI 349 Music Stage Manager (60 GLH)
CMI 350 Live Event Lighting (60 GLH)
CMI 351 Live Event Filming (60 GLH)
CMI 355 Live Event Logistics (60 GLH)
CMI 382 Understanding Live Sound Design (60 GLH)

RSL Level 3 Extended Diploma in the Creative Music Industry (Performance)

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

- **Core units:**
CMI 301 Collaborative Project (90 GLH)
CMI 302 Rehearsing Music (90 GLH)
- **Optional units:**
CMI 303 Performing Music Live (90 GLH)
CMI 304 Improving Instrumental Performance (90 GLH)
CMI 317 Working in the Music Industry (90 GLH)
CMI 318 Performing as a Featured Musician (60 GLH)
CMI 321 Performing as a Session Musician (60 GLH)
CMI 322 Performing Music With Technology (60 GLH)
CMI 341 Music Theory (90 GLH)
CMI 342 Practical Musicianship (90 GLH)
CMI 372 Music in Context (30 GLH)
CMI 376 Music Instrument Development (30 GLH)
CMI 386 Music Research Project (90 GLH)
CMI 387 Understanding the Creative Process in Music (60 GLH)
CMI 391 Leading a Music Making Activity (60 GLH)

2.12 Entry requirements and progression

Entry requirements

These qualifications are available for all learners with the exception of Level 3 qualifications which are open to learners aged 16 and older. There are no prerequisites needed for learners entering for any of these qualifications.

Switching pathways

On any particular size qualification, learners accumulate Guided Learning Hours (GLH) within their chosen pathway to work towards a qualification title. It is possible for learners to switch qualification pathways only if the core units of the new pathway can still be delivered and assessed and if the GLH requirements are met.

Progression routes

The qualifications equip learners wishing to progress to further or higher education with the necessary skills to progress. Learners completing a Level 1 qualification can progress to Level 2 and learners completing Level 2 to Level 3. Learners completing a Level 3 qualification will have the skills to progress straight into a role within the creative and performing arts industries. Alternatively, they can progress to higher education courses such as Performance, Production, Composition, Event Management and Music Business.

2.13 The wider curriculum

RSL's Creative Music Industry 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 music industry qualifications.

Creative music industry 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, 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. Level 1 unit selection tables

3.1 Core units (pathway specific)

Core units				Qualification pathways				
Code	Unit title	GLH	TQT	Performance	Production	Composition	Live Events	Entrepreneurship
CMI 101	Rehearsing Music	60	100	Core	Optional	Optional	Optional	Optional
CMI 102	Performing Music Live	60	100	Core	Optional	Optional	Optional	Optional
CMI 103	Recording Sound	60	100	Optional	Core	Optional	Optional	Optional
CMI 104	Music Sequencing and Production	60	100	Optional	Core	Optional	Optional	Optional
CMI 105	Solo Music Composition	60	100	Optional	Optional	Core	Optional	Optional
CMI 106	Practical Harmony	60	100	Optional	Optional	Core	Optional	Optional
CMI 107	Organising a Music Event	60	100	Optional	Optional	Optional	Core	Optional
CMI 108	Practical Sound Reinforcement	60	100	Optional	Optional	Optional	Core	Optional
CMI 109	Exploring a Career in Music	60	100	Optional	Optional	Optional	Optional	Core
CMI 110	Understanding the Music Industry	60	100	Optional	Optional	Optional	Optional	Core

3.2 Optional units (open to all pathways)

Unit family: Performance			
Code	Unit title	GLH	TQT
CMI 111	Improving Instrumental Performance	60	100
CMI 112	Performing Music for Recording	60	100
CMI 113	Auditioning for Music	60	100

Unit family: Production			
Code	Unit title	GLH	TQT
CMI 114	Production for Digital Media	60	100

Unit family: Composition			
Code	Unit title	GLH	TQT
CMI 115	Collaborative Music Composition	60	100
CMI 116	Arranging Music	60	100
CMI 117	Practical Musicianship	60	100
CMI 118	Composing Lyrics	60	100
CMI 119	Using a Keyboard with a DAW	60	100

Unit family: Live Events			
Code	Unit title	GLH	TQT
CMI 120	Event Production	60	100

Unit family: Entrepreneurship			
Code	Unit title	GLH	TQT
CMI 121	Music Branding	60	100
CMI 122	Creating Digital Content	60	100

Unit family: Contextual			
Code	Unit title	GLH	TQT
CMI 123	Music Artist and You	60	100
CMI 124	Listening to Music	60	100

4. Level 2 unit selection tables

4.1 Core units (pathway specific)

Core units				Qualification pathways				
Code	Unit title	GLH	TQT	Performance	Production	Composition	Live Events	Entrepreneurship
CMI 201	Rehearsing Music	60	100	Core	Optional	Optional	Optional	Optional
CMI 202	Performing Music Live	60	100	Core	Optional	Optional	Optional	Optional
CMI 203	Recording Sound	60	100	Optional	Core	Optional	Optional	Optional
CMI 204	Music Sequencing and Production	60	100	Optional	Core	Optional	Optional	Optional
CMI 205	Solo Music Composition	60	100	Optional	Optional	Core	Optional	Optional
CMI 206	Practical Harmony	60	100	Optional	Optional	Core	Optional	Optional
CMI 207	Organising a Music Event	60	100	Optional	Optional	Optional	Core	Optional
CMI 208	Practical Sound Reinforcement	60	100	Optional	Optional	Optional	Core	Optional
CMI 209	Earning Money in the Music Industry	60	100	Optional	Optional	Optional	Optional	Core
CMI 210	Music Marketing and Promotion	60	100	Optional	Optional	Optional	Optional	Core

4.2 Optional units (open to all pathways)

Unit family: Performance			
Code	Unit title	GLH	TQT
CMI 211	Improving Instrumental Performance	60	100
CMI 212	Performing Music to Camera	60	100
CMI 213	Performing Music for Recording	60	100
CMI 214	Improvising Music	60	100
CMI 215	Auditioning for Music	60	100
CMI 216	DJ Skills	60	100

Unit family: Production			
Code	Unit title	GLH	TQT
CMI 217	Digital Recording and Production	60	100
CMI 218	Sound Mixing	60	100
CMI 219	Remixing and Production	60	100
CMI 220	Radio/Podcast Production	60	100
CMI 221	Producing a Music Video	60	100
CMI 222	Production for Digital Media	60	100

Unit family: Composition			
Code	Unit title	GLH	TQT
CMI 223	Collaborative Music Composition	60	100
CMI 224	Arranging Music	60	100
CMI 225	Composing Music (Styles)	60	100
CMI 226	Practical Musicianship	60	100
CMI 227	Composing Music for Media Destinations	60	100
CMI 228	Composing Lyrics	60	100
CMI 229	Using a Keyboard with a DAW	60	100

Unit family: Live Events			
Code	Unit title	GLH	TQT
CMI 230	Live Event Promotion	60	100
CMI 231	Music Stage Manager	60	100
CMI 232	Live Event Lighting	60	100
CMI 233	Live Event Filming	60	100
CMI 234	Live Event Health and Safety	60	100

Unit family: Entrepreneurship			
Code	Unit title	GLH	TQT
CMI 235	How the Music Industry Works	60	100
CMI 236	Selling Music	60	100
CMI 237	Music Management	60	100
CMI 238	Creating and Publishing Digital Content	60	100
CMI 239	Creating a Social Media Strategy	60	100
CMI 240	Managing a Social Media Campaign	60	100
CMI 241	Careers in Music	60	100

Unit family: Contextual			
Code	Unit title	GLH	TQT
CMI 242	Music Styles in Context	60	100
CMI 243	Music Artist and You	60	100
CMI 244	Development of Music Technology	60	100
CMI 245	Listening to Music	60	100

5. Level 3 unit selection tables

5.1 Core units (pathway specific)

Core units				Qualification pathways				
Code	Unit title	GLH	TQT	Performance	Production	Composition	Live Events	Entrepreneurship
CMI 301	Collaborative Project	90	150	Core	Core	Core	Core	Core
CMI 302	Rehearsing Music	90	150	Core	Optional	Optional	Optional	Optional
CMI 303	Performing Music Live	90	150	Core	Optional	Optional	Optional	Optional
CMI 304	Improving Instrumental Performance	90	150	Core	Optional	Optional	Optional	Optional
CMI 305	Music Sequencing and Production	90	150	Optional	Core	Optional	Optional	Optional
CMI 306	Digital Recording and Production	90	150	Optional	Core	Optional	Optional	Optional
CMI 307	Studio Sound Mixing	90	150	Optional	Core	Optional	Optional	Optional
CMI 308	Solo Music Composition	90	150	Optional	Optional	Core	Optional	Optional
CMI 309	Collaborative Music Composition	90	150	Optional	Optional	Core	Optional	Optional
CMI 310	Practical Harmony	90	150	Optional	Optional	Core	Optional	Optional
CMI 311	Managing a Music Event	90	150	Optional	Optional	Optional	Core	Optional
CMI 312	Practical Sound Reinforcement	90	150	Optional	Optional	Optional	Core	Optional
CMI 313	Live Event Promotion	90	150	Optional	Optional	Optional	Core	Optional
CMI 314	Setting up a Music Business	90	150	Optional	Optional	Optional	Optional	Core
CMI 315	Music Promotion	90	150	Optional	Optional	Optional	Optional	Core
CMI 316	Copyright and Music	90	150	Optional	Optional	Optional	Optional	Core
CMI 317	Working in the Music Industry	90	150	Core	Core	Core	Core	Core

5.2 Optional units (open to all pathways)

Unit family: Performance				
Code	Unit title	GLH	TQT	Skill unit?
CMI 318	Performing as a Featured Musician	60	100	Yes
CMI 319	Performing Music to Camera	60	100	Yes
CMI 320	Performing Music for Recording	60	100	Yes
CMI 321	Performing as a Session Musician	60	100	Yes
CMI 322	Performing Music With Technology	60	100	Yes
CMI 323	Improvising Music	90	150	Yes
CMI 324	Auditioning for Music	90	150	No
CMI 325	DJ Skills	60	100	Yes
CMI 326	Dance for Musicians	90	150	Yes

Unit family: Production				
Code	Unit title	GLH	TQT	Skill unit?
CMI 327	Recording Live Sound	90	150	Yes
CMI 328	Recording Studio Sound	90	150	Yes
CMI 329	Studio Audio Mastering	60	100	Yes
CMI 330	Remixing and Production	60	100	Yes
CMI 331	Digital Synthesis	60	100	No
CMI 332	Analogue Synthesis	60	100	No
CMI 333	Using Dynamic Processors	60	100	Yes
CMI 334	Using Effects	90	150	No
CMI 335	Using Equalisation	60	100	Yes
CMI 336	Radio/Podcast Production	60	100	Yes
CMI 337	Producing a Music Video	90	150	No

Unit family: Composition				
Code	Unit title	GLH	TQT	Skill unit?
CMI 338	Arranging Music (Applications)	90	150	Yes
CMI 339	Arranging Music (Orchestration)	90	150	Yes
CMI 340	Composing Music (Styles)	90	150	Yes
CMI 341	Music Theory	90	150	No
CMI 342	Practical Musicianship	90	150	No
CMI 343	Composing Music for Media Destinations	90	150	Yes
CMI 344	Composing Lyrics	60	100	No
CMI 345	Using a Keyboard with a DAW	60	100	No
CMI 346	Creating a Sample Library	60	100	No

Unit family: Live Events				
Code	Unit title	GLH	TQT	Skill unit?
CMI 347	Live Sound Engineering (Front of House)	90	150	No
CMI 348	Live Sound Engineering (Monitors)	60	100	No
CMI 349	Music Stage Manager	60	100	Yes
CMI 350	Live Event Lighting	60	100	No
CMI 351	Live Event Filming	60	100	No
CMI 352	Live Streaming	60	100	Yes
CMI 353	Live Event Sponsorship	30	50	No
CMI 354	Live Event Health and Safety	60	100	No
CMI 355	Live Event Logistics	60	100	No

Unit family: Entrepreneurship				
Code	Unit title	GLH	TQT	Skill unit?
CMI 356	Music Industry Revenue Flow	60	100	No
CMI 357	Royalties and Music	60	100	No
CMI 358	Music Contracts	60	100	No
CMI 359	Digital Distribution	30	50	No
CMI 360	Marketing Music	60	100	No
CMI 361	Selling Recorded Music	60	100	No
CMI 362	Music Publishing	60	100	No
CMI 363	Writing about Music	60	100	Yes
CMI 364	Music Management	60	100	No
CMI 365	Tour Management	30	50	No
CMI 366	Music Merchandise	60	100	Yes
CMI 367	Creating a Social Media (Content) Strategy	90	150	Yes
CMI 368	Managing a Social Media Campaign	60	100	No
CMI 369	Managing a Social Network Community	60	100	No

Unit family: Contextual				
Code	Unit title	GLH	TQT	Skill unit?
CMI 370	Understanding Musical Influences	30	50	No
CMI 371	Understanding Musical Styles	30	50	No
CMI 372	Music in Context	30	50	No
CMI 373	Live Events in Context	30	50	No
CMI 374	Music Artist and the Media	30	50	No
CMI 375	Evolution of the Record Industry	30	50	No
CMI 376	Music Instrument Development	30	50	No
CMI 377	Development of Sound Sources	60	100	No
CMI 378	Development of Music Sequencing	30	50	No
CMI 379	Development of Music Recording Technology	60	100	No
CMI 380	Understanding Recording Studio Design	60	100	No
CMI 381	Understanding Recording Techniques	60	100	No
CMI 382	Understanding Live Sound Design	60	100	No
CMI 383	Using a DAW (Analysis)	30	50	No
CMI 384	Using a DAW (Research)	30	50	No
CMI 385	Listening to Music	60	100	No
CMI 386	Music Research Project	90	150	No

Unit family: Personal Development				
Code	Unit title	GLH	TQT	Skill unit?
CMI 387	Understanding the Creative Process in Music	60	100	No
CMI 388	Planning for a Career in Music	90	150	No
CMI 389	Working as a Freelance Music Practitioner	90	150	No
CMI 390	Employment Preparation	30	50	No

Unit family: Facilitation				
Code	Unit title	GLH	TQT	Skill unit?
CMI 391	Leading a Music Making Activity	60	100	No
CMI 392	Directing Music	90	150	Yes
CMI 393	Teaching Music	90	150	No
CMI 394	Music Wellbeing and Mental Health	60	100	Yes

6. Assessment information

6.1 Assessment methodology

The underlying philosophy for assessment is that learners should receive credit for achievement, and that all 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 the mode of assessment which best suits the learner in terms of their strengths, and will best prepare them for their future activities within the music industry or in further study.

6.2 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/composer/technician)
- Project work
- Written assignments
- Presentations
- Recorded discussions
- Rehearsal logs (either written or recorded)
- Video evidence of rehearsals/discussion/performances
- Tutor observation
- Interactive web-based elements (such as blogs, vlogs and websites)
- Reports identifying specific skill development
- Business plans
- Risk assessments
- Unit-specific documents (CV, application forms etc)
- Diagrams/graphs
- Illustrations/screenshots/images
- Simulation
- Witness statement

6.3 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 (Unclassified, Pass, Merit and Distinction). 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, with the grade for each learning outcome being based on the achievement of specified assessment criteria (ACs). 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		Distinction
Pass	Distinction	Merit	Merit
Unclassified	Merit	Pass	Unclassified
Pass	Pass	Merit	Pass

Unit grades

The overall unit grade is 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 unit – for example, if the learner achieves a Merit for two of the learning outcomes and a Distinction for the third, the grade awarded for the unit will be a Merit. Where there is no majority grade, for example if two Passes and two Merits are awarded, the grade for the unit will be the higher of the grades, in this case a Merit. However, if grades stretch across Pass, Merit and Distinction then an average should be provided. Further details on this can be found in the RSL How To guide [‘Conducting Internal Assessment’ Appendix 1](#).

Examples of possible combinations

Learning Outcome (LO)			Unit Grade
L01	L02	L03	
Pass	Pass	Merit	Pass
Pass	Merit	Distinction	Merit
Unclassified	Pass	Pass	Unclassified
Distinction	Distinction	Pass	Distinction

6.4 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.

6.5 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 (Levels 1 and 2)

- 86%–100% Distinction
- 65%–85% Merit
- 50%–64% Pass

Grading bands (Level 3)

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

Distinction* (Level 3 only)

A Distinction* grade is an aggregated one for the whole qualification based on consistently high achievement across the full range of units within the Level 3 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.

6.6 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. To calculate the overall grade, the total points achieved are divided by the maximum points available. For example:

RSL Level 3 Certificate in the Creative Music Industry (Performance)

- **Core unit:**
CMI 303 Performing Music Live (90 GLH)
- **Optional units:**
CMI 322 Performing Music With Technology (60 GLH)
CMI 391 Leading a Music Making Activity (60 GLH)

Unit	GLH	Grade	Points
CMI 303 Performing Music Live	90	Distinction	12
CMI 322 Performing Music With Technology	60	Merit	6
CMI 391 Leading a Music Making Activity	60	Pass	4

In this example, the maximum number of points available is 28:

- **Core unit** (90 GLH): $(3 \times 4) = 12$ points
- **Optional units** (2×60 GLH): $(2 \times 4) + (2 \times 4) = 16$ points

As the learner has achieved a score of 22 points out of a maximum of 28, their overall percentage is 79%, resulting in an overall grade of Merit:

- $(22 \div 28) \times 100 = 79$

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 392 Directing Music (90 GLH)		
Unit grade	Points (full unit)	Skill unit points (2/3 of full unit)
Distinction	12	8
Merit	9	6
Pass	6	4

An example of a qualification which includes optional skill units is given below:

RSL Level 3 Extended Certificate in the Creative Music Industry (Composition)

- **Core unit:**
CMI 308 Solo Music Composition (90 GLH)
- **Optional units:**
CMI 338 Arranging Music (Applications) (*skill unit*) (60 GLH)
CMI 340 Composing Music (Styles) (90 GLH)
CMI 341 Music Theory (90 GLH)
CMI 372 Music in Context (30 GLH)

Unit	GLH	Grade	Points
CMI 308 Solo Music Composition	90	Distinction	12
CMI 338 Arranging Music (Applications) (<i>skill unit</i>)	60	Merit	6
CMI 340 Composing Music (Styles)	90	Pass	6
CMI 341 Music Theory	90	Distinction	12
CMI 372 Music in Context	30	Merit	3

In this example, the maximum number of points available is 48. As the learner has achieved a score of 39 points out of a maximum of 48, their overall percentage is 81%, resulting in an overall grade of Merit.

6.7 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)

6.8 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 (learners can be awarded any pass band on retaking the assessment) and is available to any learner, regardless of the original grade awarded.

6.9 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.

6.10 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

6.11 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

6.12 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.

6.13 Submission of grades

Centres will access a secure registration and assessment website (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.

6.14 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.

6.15 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.

7. 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.

8. Centre approval

8.1 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.

8.2 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, clear lines of responsibility etc)
- **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 learners
- **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

9. Learner access and registration

9.1 Access and registration

This suite of qualifications will:

- Be available to everyone who is capable of reaching the required standards (at Level 3, to those aged 16 or over at the time of registration)
- 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.

9.2 Recommended prior learning

When reviewing the combinations of qualifications and/or experience held by applicants when applying for a Level 1 or Level 2 course, the following may be taken into account:

- Related Entry Level, Level 1 or Level 2 qualifications
- Related music industry experience
- Portfolio of music industry activity, which will support Level 1 or 2 work

Centres will need to review the combinations of qualifications and/or experience held by applicants progressing on to a Level 3 course.

The experience/qualification profile of applicants wishing to study a Level 3 qualification may include one of the following:

- Related Level 1, Level 2 and Level 3 qualifications
- Related music industry experience
- Portfolio of music 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.

9.3 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.

10. Complaints and appeals

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

11. 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.

12. 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
- **Syllabus document and unit specifications**
- **Ongoing curriculum, delivery and assessment support**
- **Help and support available on the RSL website (webinars, training videos, exemplars)**

13. Contacts

All email correspondence about these qualifications should be directed to:

vocational@rslawards.com

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