

VQ VOCATIONAL QUALIFICATIONS



RSL LEVEL 1 & 2 CERTIFICATES
IN CREATIVE & PERFORMING ARTS
(PERFORMANCE TABLES)

SYLLABUS DOCUMENT



RSL Level 1 & 2 Certificates in Creative and Performing Arts (Performance Tables)

Syllabus Document

2019

RSL Awards
Harlequin House
7 High Street
Teddington
TW11 8EE

Acknowledgements

Syllabus

Syllabus Authors: Patrick Healy, Daniel Latham, Tim Bennett-Hart & Anna Cook

Syllabus Advisors & Reviewers: Jono Harrison, Kirsten Cowan & Abbie Thomas

Publishing

Design: Phil Millard

Typesetting: Simon Troup and Jennie Troup (Digital Music Art) & Ian Welch (Peran Publishing)

Executive Producers

Norton York

John Simpson

Contact

RSL

Harlequin House

Ground Floor

7 High Street

Teddington

Middlesex

TW11 8EE

www.rslawards.com

Telephone: +44 (0)345 460 4747

Email: vocational@rslawards.com

Contents

5	Qualifications at a Glance	21	Policies
5	Assessment	21	Professional Development & Training
Section A: Qualification Summary			
6	A.1 Aims & Broad Objectives	21	Roles & Responsibilities of RSL
6	A.2 Rationale	22	Contacts for Help & Support
6	A.3 Qualification Overview		
6.....	A.4 Certification Titles		
Section B: Qualification Structure			
7	B.1 Qualification Pathways		
7	B.2 Types of Unit		
7	B.3 Unit Selection Tables		
8	B.4 Rules of Selection		
Section C: Assessment Information			
9	C.1 Assessment Methodology		
10	C.2 Internal Assessment		
12	C.3 Grading Criteria		
13	C.4 The Wider Curriculum		
14	C.5 Formative Assessment		
15	C.6 Retaking Internally Assessed Learning Outcomes		
15	C.7 External Quality Assurance		
15	C.8 Archiving Learner Work		
16	C.9 Authenticity of Work		
16	C.10 Presentation of Work for Submission		
16	C.11 Submission of Grades		
16	C.12 Results and Certification		
17.....	C.13 Results and Certification		
Section D: Programme Delivery			
18	D.1 Delivery Models		
Section E: Centre Approval			
19	E.1 Centre Approval Application Procedures		
19	E.2 Approval Criteria		
Section F: Learner Access and Registration			
20	F.1 Access and Registration		
20	F.2 Recommended Prior Learning		
20	F.3 Recognised Prior Learning (RPL)		

QUALIFICATIONS AT A GLANCE

QUALIFICATION STRUCTURE						
Qualification Titles	Total no. of units	Total Qualification Time (TQT)	Guided Learning Hours	Externally Assessed Core Units	Internally Assessed Optional Units	Percentage External Assessment
Level 1 Certificate in Creative and Performing Arts	2	200	120	1	1	50%
Level 2 Certificate in Creative and Performing Arts	2	200	120	1	1	50%

ASSESSMENT

ASSESSMENT	
Form of assessment	The qualifications contain 50% externally assessed (core unit) content and 50% internally assessed (optional unit) content. Externally assessed core units include timed assessment under controlled conditions based on assignments set and marked by RSL. The remaining unit can be selected from a set of optional units and is internally assessed (i.e. staff in centres provide assessment opportunities for, and assess the work produced by learners). Learners must pass both the core unit and optional unit to be awarded the Certificate.
Unit Format	Unit specifications contain the title, unit code, learning outcomes (what has to be learnt), assessment criteria (evidence on which the learner is assessed), grading criteria (how the evidence will be graded) and useful information about the context, aims purpose skills, delivery and activity ideas, assessment methods and recommended evidence.
Bands of Assessment	There are three bands of assessment (pass, merit and distinction) as well as an 'unclassified' band for each unit in Levels 1 and 2. In addition, for externally assessed units sample External Assessment Briefs contain general instructions for candidates, task details, required evidence and grading criteria.
External Moderation	External moderation of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of learners' work. EQA's are appointed, trained and standardised by RSL. In order to achieve the minimum of a pass grade, learners must pass every individual assessment criterion within every learning outcome.

SECTION A: QUALIFICATION SUMMARY

A.1 Overview

The Level 1 & 2 Certificates in Creative and Performing Arts provide learners with skills, knowledge and understanding within the sphere of the creative and performing arts. The qualifications aim to offer practical structured learning with the flexibility to specialise in disciplines directly relevant to the creative and performing arts industries, including dance and acting.

A.2 Rationale

These qualifications are for learners aged 14+ who wish to develop their skills, knowledge and understanding in disciplines associated with the creative and performing arts industries. There are no specific requirements for entry, though learners may hold related qualifications at Entry Level or Level 1 or have related experience in the creative or performing arts.

A.3 Qualification Overview

The learner can follow one of two pathways – Dance or Acting.

All learners take an externally assessed core unit (Live Performance), which requires them to work to a brief, specific to the area of specialism. In addition, they take 1 optional unit from within their pathway that could develop their dance/acting skills (depending on their pathway) and/or related contextual, historical or theoretical understanding.

Learners apply a range of skills knowledge and understanding that will be of value to further studies. For example, units provide learners with basic understanding of concepts such as the nature of events, planning, repertoire, rehearsal schedules, health and safety, equipment and reviewing performances, and a solid grounding of practical/technical skills that can then be developed further in qualifications at Level 2/3, which may require them to take greater responsibility, lead others, evaluate and analyse concepts relating to their studies. Core units also enable learners to make connections between units, combining elements of their learning through requiring them to demonstrate understanding and skills developed in their optional units.

The Syllabus Pack, containing Syllabus Document and detailed information about each unit, can be downloaded from the RSL website at:

www.rslawards.com/vocational/vocational-syllabus/

A.4 Certification Titles

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

- RSL Level 1 Certificate in Creative and Performing Arts
- RSL Level 2 Certificate in Creative and Performing Arts

SECTION B: QUALIFICATION STRUCTURE

This section should be read in conjunction with the Unit Selection Tables in Section B.3

B.1 Qualification Pathways

Learners choose to follow one of the following pathways:

1. Dance
2. Acting

The pathways are common to both levels. Each pathway embodies a specific profile of study and this informs the unit choice, which you are guided to make. The profile of each pathway at each level is described in more detail below.

Learners will be guided by centres when choosing the pathway option available to them. There are no pre-requisites, which will compel learners to choose one pathway within a level and learners are at liberty to choose a different pathway when moving from level to level. Learners will additionally receive guidance from centres on the options available to them when choosing their unit options.

B.2 Types of Unit

The qualification consists of two types of unit: an externally assessed core (mandatory) unit and internally assessed optional units. The core unit has been chosen for its relevance to the overall qualification, combining a broad knowledge and understanding of performance concepts with practical/technical skills enabling them to perform in a way that will meet the expectations of their audience. In addition to the core unit, an optional unit will be taken that extends and further reinforces their knowledge and skills, to make up a programme, which qualifies for the Certificate at Levels 1 and 2.

(It should be noted that individual centres may offer a narrower selection than those specified.)

B.3 Unit Selection

Below are the tables listing all the units presented in each pathway and level. Careful attention should be paid to the difference between core and optional units (all units have a total qualification time of 100 hours; i.e. 100TQT).

Level 1 Certificate

Dance Pathway

Learners must pass the core unit and one optional unit.

Unit Type	Unit Code and Title	TQT
External Core	101 Live Performance	100
Optional Unit	114 Dance Composition	100
Optional Unit	115 Dance Technique & Performance	100
Optional Unit	117 Ensemble Dance Performance	100
Optional Unit	118 Global Dance Styles	100

Acting Pathway

Learners must pass the core unit and one optional unit.

Unit Type	Unit Code and Title	TQT
External Core	101 Live Performance	100
Optional Unit	106 Performance Text	100
Optional Unit	108 Reading for Performance	100
Optional Unit	111 Vocal Techniques - Acting	100
Optional Unit	112 Working with Masks or Puppetry	100

Level 2 Certificate

Dance Pathway

Learners must pass the core unit and one optional unit.

Unit Type	Unit Code and Title	TQT
External Core	201 Live Performance	100
Optional Unit	222 Choreography	100
Optional Unit	227 Dance Techniques & Performance	100
Optional Unit	229 Ensemble Dance Performance	100
Optional Unit	230 Global Dance Styles	100

Acting Pathway

Learners must pass the core unit and one optional unit.

Unit Type	Unit Code and Title	TQT
External Core	201 Live Performance	100
Optional Unit	206 Acting for the Camera	100
Optional Unit	212 Performing Text	100
Optional Unit	219 Vocal Techniques - Acting	100
Optional Unit	220 Working with Masks or Puppetry	100

B.4 Rules of Selection

Learners must pass one core unit (externally assessed) and one optional unit from within their pathway.

For example, at Level 2, a learner on the Acting pathway could take the external core unit, e.g. Live Performance, and then select one optional unit from that pathway e.g. 212 Performing Text.

SECTION C: ASSESSMENT INFORMATION

C.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 are used in the delivery of these programmes. Tutors are encouraged to find the mode of assessment which best suits the learner in terms of their strengths.

Learners at Level 1 will be supported through a high degree of tutor guidance, with tasks being clearly outlined, and prescribed to a high degree. Through Level 2 to Level 3, learners will be encouraged to take increasing responsibility for their own learning process. Tasks will become increasingly learner led, with an expectation of a higher level of initiative and self-motivation from the learner.

Qualifications include internally assessed and externally assessed units. Externally assessed core units take the form of timed assessment under controlled conditions based on an assignment set and marked by RSL Awards. The remaining units are internally assessed (i.e. staff in centres provide assessment opportunities for learners and for assessing the work learners produce).

C.2 External Assessment

Learners must undertake an external assessment in the form of a task-based controlled assessment. This will be an assignment, set and marked by RSL. The assignment provides the opportunity for learners to demonstrate and also integrate their knowledge, understanding and skills from across the area of study, since it requires them to incorporate skills learnt from their optional unit into the live performance. It will also enable learners to develop study skills and to underpin practical skills with core knowledge and understanding.

PREPARATION PERIOD

Learners will be given 10 hours preparation time, which should be taken in the time between the brief being released and the controlled assessment window opening, and can include guided learning and independent work. Learners must include their preparation work for assessment so that assessors can see the progression from their initial ideas through to the final presentation. Preparation work can include research, ideas, planning notes etc. However, evidence produced to meet the assessment criteria (including statements of aims and work plans) must be undertaken during the controlled assessment period. The preparatory work and controlled assessment work will be identified separately but considered as a whole in order to arrive at a grade.

CONTROLLED ASSESSMENT PERIOD

The controlled assessment period will then take place over 20 hours. The activities in the assignments must take place inside the school/college community to ensure that the assessment can be administered by centre staff, under controlled conditions. Learners should complete all work for the controlled assessment under a limited level of control, but ensuring that plagiarism does not take place. Guidance should be given to learners about availability and choice of materials, health and safety and completion of work in accordance with specification requirements. However, learners are required to reach their own judgments and conclusions and produce their own work. Assessors must be able to authenticate the contributions of individual learners. It is expected that all of the evidence learners provide during the controlled assessment will be produced under supervised conditions. However, work during the preparation period can be produced in an unsupervised environment. Learners must sign a learner statement on completion of their timed assessment to declare that the work produced is their own.

TIME FRAME

Centres will have 12 weeks from the controlled assessment period start date until the assessment deadline. (The assignment will mirror industry practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.) The assignment papers must be kept secure throughout the duration of the assessment period. Centres must ensure that all assessments are submitted to RSL for marking in accordance with the deadlines given.

RETAKING EXTERNALLY ASSESSED LEARNING OUTCOMES/UNITS

One resit is permitted per learning outcome, within the published resit window. Any learning outcome that has been reattempted will be capped at a pass grade. Further retakes are not permitted.

Full details can be found in RSL's 'Resit Policy' – www.rslawards.com/about-us/policies-regulations/

WORKING IN GROUPS

A document entitled 'Conducting External Assessment' is available for all centres running external assessment and can be downloaded with the syllabus documentation at www.rslawards.com/vocational/syllabus

This document will detail in full all the requirements for undertaking controlled assessment and what is permitted during the assessment period.

EXAMPLE ASSIGNMENTS

Assignments are designed so that learners working on different areas within the suite of qualifications can work collaboratively on the same project. Equally, they can be completed by learners taking one area (e.g. acting). The following are examples of assignment briefs for the externally assessed unit in each of the study areas within this suite.

LEVEL 1

You have been approached by a large charity that is coming to your area looking for actors and dancers to take part in a national touring theatre production with the theme 'Conflict and Peace'. The charity will be hosting a talent search in each region and is inviting talented actors and dancers the opportunity to showcase their skills at the event. You have received an invitation that reads:

We are excited to invite you to perform live at our upcoming showcase event in your area. To ensure your performance meets the requirements of what we are looking for please make sure that what you prepare meets the following:

- Appropriately showcases your skills as an actor **or** a dancer
- Is in **any** style/s of dance or acting
- Fits with our theme of 'Conflict and Peace'
- Is between 1 – 3 minutes in duration for dance performances
- Is between 3 – 5 minutes in duration for acting performances

You may perform with other/s for the whole performance duration but you must ensure that your individual contribution meets the requirements above.

LEVEL 2

You have been approached by a large charity that is coming to your area looking for actors and dancers to take part in a national touring theatre production with the theme 'Conflict and Peace'. The charity will be hosting a talent search in each region and is inviting talented actors and dancers the opportunity to audition live in front of a public audience. Successful performers will go on to perform in the national touring production. You have received an invitation that reads:

We are excited to invite you to perform to a live public audience at our audition event in your area. To ensure your performance meets the requirements of what we are looking for please make sure that what you prepare meets the following:

- Appropriately showcases your skills as an actor **or** a dancer
- Is in **any** style/s of dance or acting
- Fits with our theme of 'Conflict and Peace'
- Is between 2 – 6 minutes in duration for dance performances
- Is between 4 – 10 minutes in duration for acting performances

You may perform with others for the whole performance duration but you must ensure that your individual contribution meets the requirements above.

C.3 Internal Assessment

A wide variety of assessment methodologies should be used in the delivery of these programmes. Tutors are encouraged to find the mode of assessment which best suits the learner in terms of their strengths.

TYPES OF EVIDENCE

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

- Participation in public performance events (organiser and/or performer)
- Assignments and/or project work
- Reports identifying specific skill development
- Rehearsal and/or recording logs
- Illustrations/Screenshots
- Recorded discussions
- Simulation
- Tutor observation
- Video evidence of discussion/performance
- Witness statement

C.4 Grading Criteria

Grading criteria are specific to each unit and a detailed descriptor for unclassified, pass, merit and distinction is included in the unit specifications.

The grade awarded to each learner in each unit will depend in practice upon whether the learner has met the grading criteria overall. Learners will need to fulfil all of the learning outcomes contained within the unit in order to be eligible for grading at pass level or above.

All assessment is criterion referenced, based on the achievement of the specified learning outcomes (LOs). The grading criteria relating to each unit will be used to grade work submitted. In order to achieve the minimum of a pass grade, learners must pass every individual assessment criterion within every learning outcome. If the work submitted for a learning outcome is not all of an equal standard, the assessor team must select the grade corresponding to the majority of the work submitted for that learning outcome (i.e. the average grade). (The only exception is where work pertaining to one of the assessment criteria (AC) is unclassified, in which case the grade for the LO is also Unclassified.) The following table provides some examples of possible combinations of grades awarded for assessment criteria, and how these should be aggregated into a grade for the learning outcome:

AC1	AC2	AC3	AC4	AC5	GRADE FOR LO
Pass	Merit				Merit
Pass	Merit	Distinction			Merit
Pass	Distinction	Distinction			Distinction
Unclassified	Pass	Pass			Unclassified
Merit	Merit	Distinction	Distinction		Distinction
Pass	Pass	Merit	Merit	Distinction	Merit

The assessor teams should 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. They will usually be an individual who needs to develop their skill base at the set level. They will not yet have the skills needed to develop their work at a higher level.

C.5 Grading Formulae

The grade for the external core unit will be determined by RSL. The maximum score for the unit is 8, which reflects a Distinction grade for this unit. Grading criteria can be found at the end of the unit specifications.

The grades given by tutors for internally assessed units will be taken in to account when the Registration and Assessment site (www.rslawards.com) formulates an overall qualification grade. Points are allocated per each 4-credit portion of a qualification. In cases where the number of credits achieved exceeds the number of credits required to gain the qualification, those credits carrying the least value will be disregarded though the core unit must always be counted in full.

Points are dependent on unit size. The following table indicates the points awarded for a pass, merit or distinction.

	Points available at 100TQT
Distinction	8
Merit	6
Pass	4

To calculate the overall grade, divide the points achieved. For example, two merits in a Certificate would give 12 points. Divide this by maximum points available (16) to arrive at an overall percentage 75%.

Levels 1 & 2

86%–100% Distinction

65%–85% Merit

50%–64% Pass

C.6 Formative Assessment

For the core (externally assessed) unit, tutors are encouraged to use the published assessment criteria to carry out informal assessments prior to the controlled assessment period to enable learners to work to their full potential during the external assessment.

For internally assessed units, tutors are to ensure that work is assessed on a regular basis. A record of any forms of formative assessment should ideally be kept on www.rslawards.com to which all tutors and centre managers should have access. If this is not possible then records of formative assessment should be kept for External Quality Assurers (EQA's) to view. EQA's 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 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 performances/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 to represent concepts, e.g. mind maps, allowing assessors to assess depth of learning)

C.7 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 is uncapped and is available to any learner, regardless of the original grade awarded.

C.8 External Verification and Moderation

The core (external) unit is assessed by RSL, and therefore is subject to rigorous standardisation procedures, ensuring that assessment is comparable across time and place.

A sample of units assessed by RSL approved centres **are externally verified and quality assured by** a 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 moderation processes on approval and thereafter at the beginning of each new academic year.

The main functions of the external quality assurers 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, centres on the outcome of external quality assurance.
- Provide support for centres offering the RSL qualifications for Creative and Performing Arts.

In those cases where action plans are required, RSL will advise the centres about which issues need to be addressed and make recommendations of how this may happen. Subsequent checks will be made to ensure that action plans are being followed.

C.9 Archiving Learner Work

Each centre should create an archive of learner work for each qualification offered by that centre.

The purpose of archiving is to provide a record of learner work over time and to give external verification and moderation teams a range of exemplars, which cover the range of learner abilities within each unit.

The archive should cover the following:

- 20% of all learner work including a sample of each grade category, where available.
- All externally verified and moderated work
- Examples of each type of assessment method in each unit
- Examples covering each tutor in each unit

The archive should be kept a minimum of five years and ideally for as long as the units remain valid.

C.10 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 that 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 marking criteria and procedures
- Be satisfied that the work produced by the learner is their own work
- Ensure that any material used which is not the learner's own creation is acknowledged

C.11 Presentation of work for submission

It is the centre's responsibility to ensure that all learner work is available for assessment and sampling.

Centres will receive detailed information about the submission of externally assessed work prior to the assessment period. All work must be suitably labelled with the learner's name, unit code, unit title and centre name.

C.12 Submission of Grades

Centres will access a secure registration and assessment website (www.rslawards.com) upon 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 in July; the exact dates each academic year to be issued in a separate document sent out to centres including all relevant deadlines. RSL will use data provided on the database for achievement purposes.

C.13 Results and Certification

Centres will be able to check their learners' provisional results online upon completion of the assessment of the units by the centre. 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.

SECTION D: PROGRAMME DELIVERY

D.1 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.

SECTION E: LEARNER ACCESS & REGISTRATION

E.1 Centre Approval Application Procedures

Centres must apply for approval prior to enrolling learners. All centres are approved by RSL. All approval documentation can be found on the website www.rslawards.com

Centres seeking approval should consult the Centre Handbook for full details on the approval process and the documentation they are required to submit.

E.2 Approval Criteria

In order to gain approval to offer any or all of the qualifications for Creative and Performing Arts, 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.

The approval criteria is stated in the Centre Handbook.

SECTION F: LEARNER ACCESS & REGISTRATION

F.1 Access and Registration

This suite of qualifications will:

- be available to everyone 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.

F.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 performing arts experience;
- portfolio of performing arts activities, which will support Level 1 or 2 work.

There is no age limit for those undertaking Level 1 and 2, Certificates.

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.

F.3 Recommended Prior Learning (RPL)

RSL encourages centres to recognise learners' previous achievements and experience through 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.

Recognised Prior Learning (RPL) is the process of recognising a learners' previous achievement or learning experiences. RPL 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 and NVQ's.

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.

SECTION H: POLICIES

The following policies and procedures can be obtained from the RSL website (www.rslawards.com):

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

Please note:

* Reasonable adjustment applications are the responsibility of the centre and will be monitored by RSL.

** Special consideration applications should be submitted directly to RSL.

SECTION I: PROFESSIONAL DEVELOPMENT & TRAINING

RSL provide centres wishing to provide these qualifications with support and guidance through the following means;

- RSL telephone support at +44 (0)345 4604747 or email support at vocational@rslawards.com
- syllabus document and unit specifications
- ongoing curriculum, delivery and assessment support
- online exemplars, guidance documents and exercises

SECTION J: ROLES & RESPONSIBILITIES OF RSL

RSL is the awarding body for the qualifications in Creative and Performing Arts. It provides the following services for learners and centres:

- Formalises all centre approvals
- Undertakes all learner registrations
- Issues all certificates for successful learners
- Undertakes all external verification and moderation of the qualifications
- Operates and monitors all quality control procedures relating to the qualifications
- Deals with all centre and learner complaints and appeals

SECTION K: CONTACTS FOR HELP & SUPPORT

RSL can be contacted on [+44 \(0\)345 4604747](tel:+44(0)3454604747)

All correspondence should be directed to: vocational@rslawards.com

Address

Harlequin House,
7 High Street,
Teddington,
TW11 8EE