

VQ VOCATIONAL QUALIFICATIONS



RSL LEVEL 1 & 2 CERTIFICATES IN
PERFORMANCE/TECHNOLOGY &
COMPOSITION FOR MUSIC PRACTITIONERS
(PERFORMANCE TABLES)

SYLLABUS DOCUMENT



RSL Levels 1 & 2 Certificates in Performance/Technology & Composition for Music Practitioners (Performance Tables)

SEPTEMBER 2018

Acknowledgements

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QUALIFICATIONS AT A GLANCE

Level 1 Certificates in Performance/Technology & Composition for Music Practitioners
 Level 2 Certificates in Performance/Technology & Composition for Music Practitioners

QUALIFICATION STRUCTURE			
QUALIFICATION TITLES	MINIMUM NO. OF CREDITS REQUIRED	MINIMUM GUIDED LEARNING HOURS/TQT	CORE UNITS
Level 1 Certificates in Performance/Technology & Composition for Music Practitioners	20	150/200	2
Level 2 Certificates in Performance/Technology & Composition for Music Practitioners	20	150/200	2

ASSESSMENT

ASSESSMENT	
Form of assessment	The qualifications are 40% externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a timed assessment under controlled conditions based on an assignment set and marked by RSL. The remaining units are optional units and are internally assessed (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, and credit/TQT value, context, aims/purpose, skills development, unit content, learning outcomes (what has to be learnt), assessment criteria (evidence on which the learner is assessed), grading criteria (how the evidence will be graded), recommended evidence, suggested summative assessment methods, suggested delivery ideas and suggested activity ideas. In addition, for externally assessed units sample External Assessment Briefs contain general instructions for candidates, task details, required evidence and grading criteria.
Bands of Assessment	There are four bands of assessment (pass, merit, distinction and unclassified) for each unit. Overall grades are banded pass, merit, distinction and unclassified. In order to achieve the minimum of a pass grade, learners must pass every individual assessment criterion within every learning outcome.
External Moderation of Internally Assessed Units	External moderation of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling of learners' work. External moderators are appointed, trained and standardised by RSL.

SECTION A: QUALIFICATION SUMMARY

A.1 Aims and Broad Objectives

These qualifications provide vocationally relevant courses in popular music, which allow for progression into a higher level of study and/or the industry. They focus upon the recognition of achievement through the acquisition of knowledge and practical musical skills, as well as offering flexibility of unit selection.

The aim of these qualifications is to provide learners with the knowledge and range of skills needed to progress them towards being able to operate successfully as performing musicians and producers/composers.

Learners will:

- demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry;
- perform effectively on their instrument/voice;
- rehearse and display musicianship skills in a number of professional scenarios;
- initiate and develop repertoire;
- understand relevant aspects of music technology.

Through developing the skills, knowledge and understanding outlined above, learners are provided with the basis for further development with the ultimate aim being the creation of a musician with the knowledge and skills-set to be able to perform and record music in a professional capacity (i.e. be a recording and performing artist). The core units together with the optional units selected have been carefully chosen to reflect these aims.

The broad objectives are:

- To focus delivery and assessment on knowledge and understanding together with practical music making and music production through learner centred activity;
- To make the qualifications relevant to a wide variety of applications from FE provision through to schools and Youth and Creative Apprenticeships and e-learning;
- To use the principles and skills needed in the creation and performance of popular music to equip learners with transferable skills;
- To embed transferable skills and key skills into the qualifications;

A.2 Certification Titles

The qualifications are offered at Level 1 and Level 2. The final qualification will be awarded upon successful completion of a specified number of credits at each level.

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

- RSL Level 1 Certificate in Performance/Technology & Composition for Music Practitioners
- RSL Level 2 Certificate in Performance/Technology & Composition for Music Practitioners

SECTION B: QUALIFICATION STRUCTURE

B.1 Types of Unit

The qualifications consist of three types of unit: a core (compulsory) internally assessed unit, a core externally assessed unit, and an optional unit. The core units have been chosen for their relevance to the overall qualification.

The 8-credit external core unit is externally assessed and this takes the form of a controlled assignment, providing the opportunity for learners to demonstrate and also integrate their knowledge, understanding and skills from across the area of study. For example, ability to rehearse effectively, initiate and develop repertoire, understand contextual issues relating to the music style, audience and the industry and relevant aspects of the music technology needed for the performance.

The 4-credit core unit is internally assessed and should be linked to the other areas of study wherever possible.

An 8-credit optional unit can then be added to the core units to make up a programme that qualifies for the certificate.

B.2 Unit Selection Table

LEVEL 1		CREDIT	QUALIFICATION	
UNIT			PERFORMANCE	TECHNOLOGY & COMPOSITION
101ta	Music Knowledge Development	4	Internal Core	Internal Core
102ta	Live Music Performance	8	External Core	
103ta	Music Sequencing and Production	8		External Core
104ta	Instrumental Study	8	Optional	Optional
105ta	Composing Music	8	Optional	Optional
106ta	Sound Recording	8	Optional	Optional
107ta	Using a DAW	8	Optional	Optional

LEVEL 2		CREDIT	QUALIFICATION	
UNIT			PERFORMANCE	TECHNOLOGY & COMPOSITION
201ta	Music Knowledge Development	4	Internal Core	Internal Core
202ta	Live Music Performance	8	External Core	
203ta	Music Sequencing and Production	8		External Core
204ta	Instrumental Study	8	Optional	Optional
205ta	Composing Music	8	Optional	Optional
206ta	Sound Recording	8	Optional	Optional
207ta	Using a DAW	8	Optional	Optional

B.3 Rules of Selection

At both Levels 1 and 2, learners take two core units and a further optional unit until a minimum of 20 credits can be completed.

B.4 Progression

Learners completing a Level 1 qualification can progress to Level 2 and learners completing Level 2 to RSL's suite of Level 3 qualifications for Music Practitioners.

Those who choose to progress to a RSL Level 3 qualification for Music Practitioners will develop the skills to progress straight into the music industry. Typical employment progression is to areas such as performing /recording artist, music producer, composer, music entrepreneur or industry professional. These qualifications offer specialised learning opportunities that can be accurately matched to the specific career sector in the music industry, and further/higher education courses. Employment opportunity in the music industry is centred on self-employment or small-team operations rather than contracted employment with large companies and organisations.

Alternatively, learners can progress to higher education courses such as degrees in popular music, music technology, music composition and music business.

SECTION C: ASSESSMENT INFORMATION

C.1 Assessment Methodology

The underlying philosophy for assessment is that learners should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential in all aspects of the course.

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 (and Level 3 for those wishing to progress further), 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.

The qualifications are 40% externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a timed assessment under controlled conditions based on an assignment set and marked by RSL. The remaining core and optional units and are internally assessed (i.e. staff in centres provide assessment opportunities for, and assess the work produced by learners).

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. It will also enable learners to develop study skills and under-pin practical skills with core knowledge and understanding. The unit specifications available in section J of this document provide full details of the core unit requirements: learning outcomes, assessment criteria, evidence required, unit content (i.e. skills developed), suggested delivery ideas and activity ideas and grading criteria.

PREPARATION PERIOD

Learners will be given 10 hours preparation time, which can be spread over several weeks, and can include guided learning and independent work.

Learners can use the centre's intranet and the internet to support their research and inform their final piece of work, however, they cannot copy directly from the internet. Any information used from the internet must be acknowledged in their work.

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 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 20 hours-controlled assessment will be produced under supervised conditions. Learners must sign a Learner Statement on completion of their timed assessment to declare that the evidence 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 publishing 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/vocational/delivery/deliver-qualifications

WORKING IN GROUPS

A document entitled 'Conducting External Assessment' is available for all centres running external assessment and can be found at 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. performance). However, where this is the case learners taking technology & composition for music practitioners will need to draw on the help of peers who can provide a live performance for them to record if they choose to undertake the sound recording unit (206ta). The following are examples of assignments for the externally assessed unit in each of the study areas within this suite:

PERFORMANCE

Your school's Performing Arts or Music Department has decided to host an awards evening at the end of the year, as a way to recognise the achievements of its learners. You have been asked to perform at the awards ceremony to entertain the audience between presentation categories. Your task is to work collaboratively with your peers to plan, present and reflect on your performance at the ceremony. Your planning will include consideration of your personal aims, ideas for the performance and production of a plan for the performance. You will then present your performance to an audience and review it in the light of feedback. Evidence should include a statement of aims, a plan for the performance, a video recording of the performance, a record of feedback received and an evaluation report/video.

TECHNOLOGY & COMPOSITION

Your school has been approached by a music production company that is seeking out talented music technologists. To take part in an upcoming project they are recruiting for you must demonstrate your technology & composition skills. Your task is to create an original DAW project that shows your ability to compose and sequence music. Your project will involve a project plan, the creation of your DAW project file and a review of the project. To evidence this project, you will provide a statement of personal aims, a completed DAW audio file, and an evaluative report of the project.

For further guidance on controlled assessment and how it should be conducted please consult the document 'Conducting External Assessment', which is included in the syllabus download and can be found at [rslawards.com/vocational/syllabus](https://www.rslawards.com/vocational/syllabus)

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)
- Written and recorded (performed) musical compositions
- Assignments and/or musical project work
- Reports identifying specific skill development
- Business plans
- Rehearsal and/or recording logs
- Diagrams/Graphs
- Illustrations/Screenshots
- Recorded Discussions
- Simulation
- Tutor observation
- Video evidence of discussion/performance/composition
- 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. To achieve a particular grade, a learner must have satisfied the grading criteria for that grade. 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.

Example:

LEVEL 2 CERTIFICATE – 20 CREDITS

- External Synoptic Core Unit – 202ta Live Music Performance - 8 credits
- Core Unit – 201ta Musical Knowledge – 4 credits
- Optional Unit – 204ta Instrumental Study – 8 credits

UNIT	CREDIT	GRADE	SCORE
External Core Unit – 202ta Live Music Performance	8	Distinction	8
Internal Core Unit – 201ta Musical Knowledge	4	Merit	3
Optional Unit – 204ta Instrumental Study	8	Merit	6

** Each Distinction is worth a score of 4 per 4 credits, a Merit is worth a score of 3 per 4 credits and a Pass is worth a score of 2 per 4 credits.*

The maximum score for this qualification is 20, the grades given above equate to 17 points.

To calculate the overall grade, divide the points achieved in the example (17) by maximum points available (20) to arrive at an overall percentage of 85%.

- 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.

For resubmissions after the assessment deadline, please see RSL's 'Resubmission Policy':

www.rslawards.com/vocational/delivery/deliver-qualifications

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 and ATM on the outcome of external quality assurance;
- Provide support for centres offering the RSL qualifications for Music Practitioners.

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 June; 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.

C.14 Accessing Data and Information

Centres will be able to view the information relating to all learners enrolled on each qualification at that centre through the operation of a similar password system.

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. It is acknowledged that centres will not necessarily be able to provide learners with access to industry standard resources in all areas. However, it is essential that learners have the opportunity to develop skills and techniques, which reflect as closely as possible those used in the music industry.

SECTION E: LEARNER ACCESS AND REGISTRATION

E.1 Access and Registration

These 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.

E.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 musical experience;
- portfolio of music making activity, which will support Level 1 or 2 work.

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

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 supports the notion of open access to these courses, with appropriate guidance being given to the learner at all times throughout the application process.

E.3 Recognised Prior Learning (RPL)

RSL encourages centres to recognise learners' previous achievement 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 learner's 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 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.

SECTION F: 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 G: PROFESSIONAL DEVELOPMENT AND TRAINING

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

- RSL telephone support at **0345 460 4747** or email support at vocational@rslawards.com
- syllabus document and unit specifications
- ongoing curriculum, delivery and assessment support

SECTION I: CONTACTS FOR HELP & SUPPORT

RSL

RSL can be contacted on **0345 4604747**

All email correspondence should be directed to:

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