

VQ VOCATIONAL QUALIFICATIONS



RSL LEVELS 1, 2 & 3 QUALIFICATIONS IN
CREATIVE DIGITAL MEDIA

SYLLABUS DOCUMENT



RSL Levels 1, 2 & 3 Qualifications

in

Creative Digital Media

SEPTEMBER 2019

Acknowledgements

Syllabus

Syllabus Authors: **Daniel Latham, Patrick Healy & Anna Cook**
Syllabus Advisors & Reviewers: **Tim Bennett-Hart, Ben Searle**

Publishing

Design: **Phil Millard**
Typesetting: **Simon Troup & Jennie Troup (Digital Music Art)**
Cover photograph: <https://www.flickr.com/photos/ccObay/32264785022>

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: info@rslawards.com

Contents

4 Qualifications at a Glance

Section A: Qualification Summary

5 A.1 Aims & Broad Objectives

5 A.2 Rationale

5 A.3 Certification Titles

Section B: Qualification Structure

6 B.1 Qualification Pathways

7 B.2 Types of Unit

8 B.3 Unit Selection Tables

11 B.4 Rules of Selection

12 B.5 Progression

Section C: Assessment Information

13 C.1 Assessment Methodology

13 C.2 Internal Assessment

14 C.3 Grading Criteria

16 C.4 The Wider Curriculum

16 C.5 Formative Assessment.

16 C.6 Retaking Internally Assessed
Learning Outcomes

17 C.7 External Quality Assurance

17 C.8 Archiving Learner Work

17 C.9 Authenticity of Work

17 C.10 Presentation of work for
Submission

17 C.11 Submission of Grades

18 C.12 Results and Certification

18 C.13 Accessing Data and Information

Section D: Programme Delivery

18 D.1 Delivery Models

Section E: Centre Approval

18 E.1 Centre Approval Application
Procedures

18 E.2 Approval Criteria

Section F: Learner Access and Registration

19 F.1 Access and Registration

19 F.2 Recommended Prior Learning

19 F.3 Recognised Prior Learning (RPL)

20 Section G: Complaints and Appeals

20 Section H: Equal Opportunities Policy

20 Section I: Professional Development & Training

20 Section J: Contacts for Help & Support

QUALIFICATIONS AT A GLANCE

Qualification Titles

This suite of qualifications has been designed to provide vocationally relevant courses in digital & creative media aimed at beginners

CREATIVE DIGITAL MEDIA QUALIFICATIONS AT LEVELS 1, 2 AND 3				
QUALIFICATION STRUCTURE				
QUALIFICATION TITLES	PATHWAYS (LEARNER CHOOSES ONE)	MINIMUM NO. OF CREDITS REQUIRED	GUIDED LEARNING HOURS	CORE UNITS
Level 1 Award in Creative Digital Media	Interactive Digital Media	12	60	1
Level 1 Certificate in Creative Digital Media		24	120	1
Level 1 Extended Cert. in Creative Digital Media	Game Design	36	180	1
Level 2 Award in Creative Digital Media	Interactive Digital Media	12	60	1
Level 2 Certificate in Creative Digital Media		24	120	1
Level 2 Extended Cert. in Creative Digital Media	Game Design	36	180	1
Level 2 Diploma in Creative Digital Media	Social Media	96	480	1
Level 3 Award in Creative Digital Media	Interactive Digital Media	18	90	1
Level 3 Certificate in Creative Digital Media		42	210	1
Level 3 Extended Cert. in Creative Digital Media		72	360	1
Level 3 Sub. Diploma in Creative Digital Media		108	540	1
Level 3 Diploma in Creative Digital Media	Social Media	144	720	2
Level 3 Ext. Diploma in Creative Digital Media		216	1080	2

Assessment

This suite of qualifications has been designed to provide vocationally relevant courses in creative digital media aimed at beginners, through to semi-professional practitioners.

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, 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), suggested summative assessment methods, suggested delivery ideas and suggested activity ideas.
Bands of Assessment	<p>There are three bands of assessment (pass, merit and distinction) as well as an 'unclassified' band for each unit at Levels 1–3. Overall grades are banded pass, merit, distinction and unclassified at Level 1. At Levels 2 & 3 overall grades also include distinction*.</p> <p>In order to achieve the minimum of a pass grade, learners must pass every individual assessment criterion within every learning outcome.</p>
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 (EQA's) are appointed, trained and standardised by RSL.

SECTION A: QUALIFICATION SUMMARY

A.1 Aims and Broad Objectives

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

The broad objectives are:

- To focus delivery and assessment on practical interactive digital media, game design and social media 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 appropriate types of HE progression;
- To embed transferable skills and functional skills into the qualifications.

A.2 Rationale

This suite of qualifications has been designed to provide vocationally relevant courses in creative digital media aimed at beginners through to semi-professionals, which allow for both direct progression into the industry and/or progression to a higher level of study. It focuses upon the recognition of achievement through practical creative digital media skills, business & marketing skills and creative design skills, as well as offering flexibility of unit combination.

The qualifications range from Level 1 to Level 3, with two pathways at level 1, and three pathways at levels 2 & 3. The final qualification will be awarded upon successful completion of a specified number of credits at each level. There are three types of final award at Level 1; Award, Certificate and Extended Certificate. At level 2 there are four types of final award; Award, Certificate, Extended Certificate, Diploma. At Level 3 there are six types of final award: Award, Certificate, Extended Certificate, Subsidiary Diploma, Diploma and Extended Diploma.

A.3 Certification Titles

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

- RSL Level 1 Award in Creative Digital Media
- RSL Level 1 Certificate in Creative Digital Media
- RSL Level 1 Extended Certificate in Creative Digital Media
- RSL Level 2 Award in Creative Digital Media
- RSL Level 2 Certificate in Creative Digital Media
- RSL Level 2 Extended Certificate in Creative Digital Media
- RSL Level 2 Diploma in Creative Digital Media
- RSL Level 3 Award in Creative Digital Media
- RSL Level 3 Certificate in Creative Digital Media
- RSL Level 3 Extended Certificate in Creative Digital Media
- RSL Level 3 Subsidiary Diploma in Creative Digital Media
- RSL Level 3 Diploma in Creative Digital Media
- RSL Level 3 Extended Diploma in Creative Digital Media

Certification titles will include the chosen qualification pathway on the certificate.

The following are examples of how the full qualification title will be presented:

- RSL Level 1 Certificate in Creative Digital Media (Interactive Digital Media)
- RSL Level 2 Diploma in Creative Digital Media (Game Design)
- RSL Level 3 Award in Creative Digital Media (Social Media)

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 studying on a Creative Digital Media qualification can choose to follow a specific pathway from the three pathways indicated below:

1. Interactive Digital Media
2. Game Design
3. Social Media (only available at levels 2 & 3)

At a particular level, they can accumulate credits within their chosen pathway to work towards a qualification title. At level 1 learners can attain an Award, Certificate or Extended Certificate. Level 2 features all the qualification titles featured in level 1 with the addition of a Diploma. Level 3 qualification titles are the Award, Certificate, Extended certificate, Subsidiary Diploma, Diploma and Ext. Diploma.

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

Learners will be led by centres when choosing the pathway options 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 advice from centres on the options available to them when choosing their units.

The aim of the various pathways (Interactive Digital Media, Game Design, Social Media) is to equip learners with various creative digital media industry relevant skills, ranging from basic knowledge at Level 1 through to nearing professional capability at Level 3. The definition of each pathway is as follows:

INTERACTIVE DIGITAL MEDIA

Learners will:

- Pitch a digital media product or service;
- Plan for a product release;
- Learn digital design skills;
- Engage in creative thinking;
- Develop knowledge of digital technology;
- Further understanding of the digital industry.

GAME DESIGN

Learners will:

- Pitch a digital game;
- Plan for the development of a digital game;
- Create a digital game;
- Learn digital design skills;
- Develop knowledge of game development;
- Further understanding of the digital game industry.

SOCIAL MEDIA

Learners will:

- Engage in content creation;
- Learn marketing skills;
- Learn analytical skills;
- Develop their knowledge of social media platforms;
- Plan social media strategies/campaigns;
- Contextual understanding of marketing & social media.

The above content will form a skill-set whereby the successful learner at Level 3, is able to work in a near professional capacity. An example of the types of job role that these qualifications may lead to include, but are by no means limited to: graphic designer, social media manager, VFX artist, animator, web designer, content creator, QA/game tester, UX/UI Specialist.

B.2 Types of Unit

RSL Creative Digital Media qualifications consist of three types of unit: internally assessed core units, internally assessed optional units and internally assessed skills units. Core units have been chosen for their relevance to the overall qualification pathway. The optional & skills units can then be added to the core units to make up a programme, which qualifies for the chosen qualification size.

CORE UNITS

In all qualifications at Levels 1, 2 & 3, learners must take a minimum of one core unit from their chosen pathway. For each pathway core units are tagged with the word 'core' in the Unit Selection Tables (found on pages 8 - 10). Optional units available in each pathway are tagged 'option'. For large Level 3 qualifications (Diploma & Extended Diploma) The requirement is for 2 core units to be selected. 1 is directed by the syllabus for each pathway and the second can be chosen from the unit selection table. Core units are specific to the selected qualification pathway, core units of other pathways may be selected as optional units (see optional units)

The core units have been chosen to define the pathway, which the learner has chosen.

The core units in level 1 are as follows:

- **Interactive Digital Media:** CDM 101 Interactive Digital Media Production Techniques
- **Game Design:** CDM 102 Games Production Techniques

The core units in level 2 are as follows:

- **Interactive Digital Media:** CDM 201 Interactive Digital Media Production
- **Game Design:** CDM 202 Digital Games Production
- **Social Media:** CDM 203 Creating & Publishing Digital content

The core units in level 3 are as follows:

- **Interactive Digital Media:** CDM 301 Producing a Digital Media Product or Service
- **Game Design:** CDM 302 Creating 3D Digital Games
- **Social Media:** CDM 303 Creating & Publishing Digital Content

Learners studying on a Diploma or Extended Diploma must study a second core unit from the following list. Second core units are not bound by qualification pathway and learners studying a Diploma or Extended Diploma may study any of the below units as their second core.

The secondary core units for learners studying on a Diploma or Extended Diploma are as follows:

- **All Pathways:** CDM 304 Planning & Pitching a Digital Media Product or Service
CDM 305 Vlog Production
CDM 306 Testing a Creative Digital Media Product
CDM 307 Research Dissertation

OPTIONAL UNITS

In addition, a number of optional units will be chosen at the same level. Optional units can have a credit value of 12 at Level 1 or 6 & 12 at level 2 or 6, 12, & 18 credits at Level 3. Optional units within each pathway are tagged 'option'. The number of optional units selected, at the same level, will vary according to the type and level of qualification being undertaken.

OPTIONAL SKILL UNITS

Optional skill units are adaptations of regular optional units. An optional skill unit will not contain the same planning/pre-production elements as the optional unit and as such gives learners the opportunity to engage with the practical elements of the unit sooner. Optional skill units carry 2 thirds of the credit value of the optional unit and are identified in the tables in section B3 and in the unit specification documents. Core units may not be conducted as optional skill units.

FAMILIES OF UNITS

Units for each qualification are listed in the left-hand column of the qualification structure table, grouped into the 7 different families with varying numbers of units within each family.

Families of units:

1. Digital Media
2. Graphic Design & Animation
3. Game Design
4. Social Media & Marketing
5. Sound & Video Design
6. Digital Industries
7. Creative & Contextual

The number of units chosen from any family of units is not restricted.

B.3 Unit Selection Tables

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 and the credit value of each unit.

LEVEL 1 (ALL QUALIFICATIONS)

All Core & Optional Units

CODE	UNIT TITLE	CREDIT	QUALIFICATION PATHWAYS	
UNIT FAMILY: DIGITAL MEDIA			DIGITAL MEDIA	GAME DESIGN
101	Interactive Digital Media Production	12	Core	Option
103	Meeting a Digital Media Brief	12	Option	Option
UNIT FAMILY: GAME DESIGN			DIGITAL MEDIA	GAME DESIGN
102	Games Production Techniques	12	Option	Core
UNIT FAMILY: GRAPHIC DESIGN & ANIMATION			DIGITAL MEDIA	GAME DESIGN
104	Moving Image Production Techniques	12	Option	Option
UNIT FAMILY: SOUND & VIDEO DESIGN			DIGITAL MEDIA	GAME DESIGN
105	Audio Production Techniques	12	Option	Option

LEVEL 2 (ALL QUALIFICATIONS)

Core Units (Pathway Specific)

CODE	UNIT TITLE	CREDIT	SKILL UNIT?	QUALIFICATION PATHWAYS		
LEVEL 2 CORE UNITS				DIGITAL MEDIA	GAME DESIGN	SOCIAL MEDIA
201	Interactive Digital Media Production Techniques	12	N/A	Core	Option	Option
202	Digital Games Production	12	N/A	Option	Core	Option
203	Creating & Publishing Digital Content	12	N/A	Option	Option	Core

LEVEL 2 (ALL QUALIFICATIONS)

Optional Units (open to all pathways)

CODE	UNIT TITLE	CREDIT	SKILL UNIT?
UNIT FAMILY: DIGITAL MEDIA			
204	Pitching a Digital Media Product or Service Idea	6	N/A
205	Meeting a Digital Media Brief	12	N/A
206	Designing UX & UI	12	Yes (8credit)
207	Making a Website	12	Yes (8credit)
UNIT FAMILY: GRAPHIC DESIGN & ANIMATION			
208	Digital Moving Image Production	12	N/A
209	3D Animation	12	Yes (8 credit)
210	Creating Digital Art	12	Yes (8 credit)
211	Digital Graphics & Graphic Design	12	Yes (8 credit)
212	Photographic Image Production	12	Yes (8 credit)
UNIT FAMILY: SOUND & VIDEO DESIGN			
213	Digital Audio Production	12	Yes (8 credit)
214	Podcast Production	12	N/A
215	Music Video Production	12	N/A
216	Vlog Production	12	N/A
UNIT FAMILY: SOCIAL MEDIA & MARKETING			
217	Marketing & Promoting Digital Media Products	12	N/A
218	Using Social Media Platforms	6	N/A
219	Creating a Social Media Strategy	12	N/A
220	Creating a Social Media Campaign	12	N/A
UNIT FAMILY: DIGITAL INDUSTRY			
221	Creative Digital Media Destinations	6	N/A
222	Careers in Creative Digital Media	12	N/A
223	Planning a Creative Digital Media Business	6	N/A
UNIT FAMILY: CREATIVE & CONTEXTUAL			
224	Writing in the Creative Digital Media Sector	12	Yes (8 credit)
225	Practical E-Safety	6	N/A

LEVEL 3 (ALL QUALIFICATIONS)

Core Units (Pathway Specific)

CODE	UNIT TITLE	CREDIT	SKILL UNIT?	QUALIFICATION PATHWAYS		
				DIGITAL MEDIA	GAME DESIGN	SOCIAL MEDIA
LEVEL 3 CORE UNITS						
301	Producing a Digital Media Product or Service	18	N/A	Core (all)	Option	Option
302	Creating 3D Digital Games	18	N/A	Option	Core (all)	Option
303	Creating & Publishing Digital Content	18	N/A	Option	Option	Core (all)
304	Planning & Pitching a Digital Media Product or Service	18	N/A	Core (ext. dip) or Option	Core (ext. dip) or Option	Core (ext. dip) or Option
305	Vlog Production	18	N/A	Core (ext. dip) or Option	Core (ext. dip) or Option	Core (ext. dip) or Option
306	Testing a Creative Digital Media Product	18	N/A	Core (ext. dip) or Option	Core (ext. dip) or Option	Core (ext. dip) or Option
307	Research Dissertation	18	N/A	Core (ext. dip) or Option	Core (ext. dip) or Option	Core (ext. dip) or Option

LEVEL 3 (ALL QUALIFICATIONS)

Optional Units (open to all pathways)

CODE	UNIT TITLE	CREDIT	SKILL UNIT?
UNIT FAMILY: DIGITAL MEDIA			
308	Designing a Digital Media Application	12	N/A
309	Creating a Digital Media Application	18	N/A
310	Designing Effective Workflow for a Digital Media Production	6	N/A
311	Designing UX for Interactive Digital Media	12	Yes (8 credit)
312	Designing UI for Interactive Digital Media	12	Yes (8 credit)
313	Creating an Interactive Website	12	Yes (8 credit)
UNIT FAMILY: GAME DESIGN			
314	Designing 3D Digital Games	12	N/A
315	Digital Character Modelling	12	N/A
316	Character Rigging	12	Yes (8 credit)
UNIT FAMILY: GRAPHIC DESIGN & ANIMATION			
317	Creating Concept Art Digitally	12	Yes (8 credit)
318	Creating 3D Digital Art	12	Yes (8 credit)
319	Creating 3D Digital Animation	12	Yes (8 credit)
320	Creating Digital Graphics	12	Yes (8 credit)
321	Creating a 3D Environment	12	Yes (8 credit)
322	Creating Digital Moving Image Packages for Digital Media	12	Yes (8 credit)
UNIT FAMILY: SOUND & VIDEO DESIGN			
323	Creating Audio for Digital Media	12	Yes (8 credit)
324	Creating Composited Video	12	Yes (8 credit)
325	Creative Moving Image Editing	12	N/A
326	Podcast Production	12	N/A
327	Music Video Production	12	N/A
UNIT FAMILY: SOCIAL MEDIA & MARKETING			
328	Marketing a Digital Media Product or Service	6	Yes (4 credit)
329	Promoting a Digital Media Product or Service	6	Yes (4 credit)
330	Practical Analytics	12	N/A
331	Creating a Social Media (Content) Strategy	12	N/A
332	Managing a Social Media Campaign	12	N/A
333	Managing a Social Network Community	12	N/A
UNIT FAMILY: DIGITAL INDUSTRY			
334	Creating a Digital Image Portfolio	12	Yes (8 credit)
335	Planning a Career in Creative Digital Media	6	N/A
336	Starting a Business in Creative Digital Media	6	N/A
337	Starting an Online Business	12	N/A
338	Project Management in Creative Digital Media	6	N/A
UNIT FAMILY: CREATIVE & CONTEXTUAL			
339	Writing for Creative Digital Media	12	Yes (8 credit)
340	Understanding the Creative Process in Creative Digital Media	6	N/A

B.4 Rules of Selection

AWARDS

At levels 1,2 & 3 learners take one core unit (specific to their chosen pathway) worth 12 credits at levels 1&2, and 18 credits at level 3.

For example, at Level 1, a learner on the Game Design pathway could take the core unit – 102: Game Production Techniques (12 credits).

CERTIFICATES

At Levels 1 & 2, learners take one core unit (specific to their chosen pathway) and further optional units to make 24 credits total. At Level 3, learners take one core unit worth 18 credits (specific to their chosen pathway) followed by an additional 24 credits of optional units to complete the qualification.

For example, at Level 3, a learner on the Social Media pathway could take a core unit – 303: Creating & Publishing Digital content (18 credits) – and then select two optional units, e.g. 330: Practical Analytics (12 credits) & 339: Writing for Creative Digital Media (12 credits)

EXTENDED CERTIFICATES

At levels 1 & 2 learners take one core unit (specific to their chosen pathway) and two or more optional units to make 36 credits. At Level 3 learners take further optional units until a minimum of 72 credits can be completed.

For example, at Level 2, a learner on the Interactive Digital Media pathway could take a core unit – 201: Interactive Digital Media Production (12 credits) – and then select optional units that amount to 24 credits, e.g. 209: 3D Animation (12 credits), 222: Careers in Creative Digital Media (12 credits)

DIPLOMAS

At Level 2, learners take one core unit from their chosen pathway and further optional units until a minimum of 96 credits can be completed. At Level 3 learners take two core units and further optional units until a minimum of 144 credits can be completed.

For example;

Level 2 Diploma (Social Media) – 96 credits:

- 203 Creating & Publishing Digital Content (12 credits) - CORE
- 201 Interactive Digital Media Production (12 credits)
- 205 Meeting a Digital Media Brief (12 credits)
- 207 Making a Website (12 credits)
- 210 Creating Digital Art (8 credits) – OPTIONAL SKILLS UNIT
- 212 Photographic Image Production (8 credits) – OPTIONAL SKILLS UNIT
- 214 Podcast Production (12 credits)
- 218 Using Social Media Platforms (12 Credits)
- 224 Writing in the Creative Digital Media Sector (8 Credits) – OPTIONAL SKILLS UNIT

SUBSIDIARY DIPLOMA

Level 3 learners will take one core unit and further optional units until a minimum of 108 credits can be completed.

For example;

Level 3 Subsidiary Diploma (Interactive Digital Media) – 108 credits

- 301 Producing a Digital Media Product or Service (18 credits) - CORE
- 303 Creating & Publishing Digital Content (18 credits)
- 308 Designing a Digital Media Application (12 credits)
- 309 Creating a Digital Media Application (18 credits)
- 313 Creating an Interactive Website (8 credits) – OPTIONAL SKILLS UNIT
- 317 Creating Concept Art Digitally (8 credits) – OPTIONAL SKILLS UNIT
- 328 Marketing a Digital Media Product or Service (6 Credits)
- 329 Promoting a Digital Media Product or Service (6 Credits)
- 339 Writing for Creative Digital Media (8 Credits) – OPTIONAL SKILLS UNIT
- 340 Understanding the Creative Process in Creative Digital Media (6 credits)

EXTENDED DIPLOMA

Level 3 learners take two core units, and further optional units until a minimum of 216 credits can be completed.

For example;

Level 3 Extended Diploma (Interactive Digital Media) – 216 credits

- 301 Producing a Digital Media Product or Service (18 credits) – CORE
- 305 Vlog Production (18 credits) – CORE
- 308 Designing a Digital Media Application (12 credits)
- 309 Creating a Digital Media Application (18 credits)
- 311 Designing UX for Interactive Digital Media (12 credits)
- 312 Designing UI for Interactive Digital Media (12 credits)
- 313 Creating an Interactive Website (8 credits) – OPTIONAL SKILLS UNIT
- 317 Creating Concept Art Digitally (8 credits) – OPTIONAL SKILLS UNIT
- 325 Creative Moving Image Editing (12 credits)
- 326 Podcast Production (12 credits)
- 330 Practical Analytics (12 credits)
- 331 Creating a Social Media (Content) Strategy (12 credits)
- 332 Managing a Social Media Campaign (12 credits)
- 333 Managing a Social Network Community (12 credits)
- 334 Creating a Digital Image Portfolio (12 credits)
- 337 Starting an Online Business (122 credits)
- 339 Writing for Creative Digital Media (8 Credits) – OPTIONAL SKILLS UNIT
- 340 Understanding the Creative Process in Creative Digital Media (6 credits)

B.5 Progression

These qualifications are divided into specific pathways offering the opportunity to undertake specialised learning that can be accurately matched to specific career sectors in the digital media industry. The array of optional units within the qualifications also allow learners to cover a range of aspects of the digital media industry whichever pathway they select.

Employment opportunity in the digital media industry ranges from self-employment or small-team operations all the way to contracted employment with large companies and organisations. This qualification contains specific units related to career options in the industry. 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. This is not obligatory and you are able to enter a learner at any level (excluding learners under the age of 16 at Level 3).

Learners completing a Level 3 qualification will have the skills to progress straight into the digital media industry. Alternatively, they can progress to Higher Education courses such as digital media, digital design, social media and marketing.

Qualification structures have been designed so that you can move between Award, Certificate, Extended Certificate and Diploma qualifications at a particular level (and Subsidiary Diploma, Diploma and Extended Diploma at Level 3). This means, for example, that those beginning a Level 1 Award can build on these units to work towards the Level 1 Certificate and/or Level 1 Extended Certificate/Diploma. Similarly, learners beginning on the Level 1 Diploma may subsequently decide to discontinue their studies after having achieved sufficient units to be awarded the Extended Certificate, Certificate or Award.

Learners wishing to progress from one level to the next, may also wish to progress along a different pathway. These learners would be advised to select units with care at the early stages to prepare them for later study in the new pathway. RSL recognises that learners may be unsure of their preferred pathway and as such each level of study contains units that are generically available across all pathways. These units are advised for any curriculum where learners may wish to change their specialism (pathway) at a later date.

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 qualifications. 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.

C.2 Internal Assessment

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

TYPES OF EVIDENCE

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

- Assignment and/or project work
- Reports identifying specific skill development
- Illustrations/screenshots
- Recorded discussions
- Presentations
- Tutor observation
- Videoed discussion
- Video/MP4 (or other appropriate formats)
- Audio recordings
- Simulation
- Interactive web-based elements
- Witness statement

C.3 Grading Criteria

Grading criteria are specific to each unit and a detailed document accompanies each unit outlining what is expected at each grade (unclassified, pass, merit and distinction).

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 fulfill 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.) For 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 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.

In addition, at Level 2 & 3 only (Extended Certificate and Diploma only at level 2):

Distinction*: A distinction* grade is an aggregated one for the whole qualification based on consistently high achievement across the full range of units within the level 2 & 3 qualification. In order to achieve the distinction* grade, learners must gain an overall percentage score of 94% or over. 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.

The grades given by tutors for each unit will stored on the www.rslawards.com website which will then formulate an overall qualification grade. Points are allocated per 6-credit portion at all levels of study (1-3). 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.

Example:

Level 2 Extended Certificate – 36 credits

- Core Unit – 203 Games Production Techniques - 12 credits
- Optional Unit – 208 Digital Moving Image Production - 12 credits
- Optional Unit – 210 Creating Digital Art - 12 credits

UNIT	CREDIT	GRADE	SCORE
202 Digital Games Production	12	Distinction	8
208 Digital Moving Image Production	12	Merit	6
210 Creating Digital Art	12	Merit	6

For every 6 credits, a Distinction is worth a score of 4, a Merit is worth a score of 3 and a Pass is worth a score of 2.

Three 12-credit units with the grade Distinction would constitute a total possible score of 24; the score achieved in the example above is 20.

To calculate the overall grade, divide the points achieved in the example (20) by maximum points available (24) to arrive at an overall percentage of 83%.

Level 1

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

Levels 2 & 3 (Extended Certificate and Diploma only at level 2)

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

For the above example the overall learner grade is **Merit**

$(20/24 = 0.83 \times 100 = 83\%)$

Implimenting Optional Skills Units

In instances where Optional Skills Units have been utilized the following additional calculation can be made to determine overall learner grades: Follow the calculations as described above and calculate optional skill units as though they were their full-sized counterpart.

In the below example 2 optional skill units are selected is 207 (8 Credits) and 225 (4 credits). For the purpose of calculating overall grades calculate the points score based upon the full credit size (207 is 12 credits, 225 is 6 credits).

e.g. if 12 Credits are available in the full-sized unit then this offers a maximum of 8 points if a distinction is attained. 2/3 of that 8 points equals $5.\bar{3}$. You can now enter this into the table and calculate the overall grade of the learner.

UNIT	CREDIT	GRADE	SCORE
202 Digital Games Production	12	Distinction	8
207 Making a Website (Optional Skills Unit)	8	Distinction	$5.\bar{3}$
208 Digital Moving Image Production	12	Merit	6
225 Practical E-Safety (Optional Skills Unit)	4	Merit	2

For the above example the overall learner grade is **Distinction**.

$(21.\bar{3}/24 = 0.88 \times 100 = 88\%)$

15 RSL Vocational Qualifications

C.4 The Wider Curriculum

RSL's Award, Certificate, Extended Certificate, Subsidiary Diploma, Diploma and Extended Diploma qualifications for Creative Digital Media 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 any marketing aspects the Creative Digital Media qualifications may entail.

Creative Digital Media learners can explore the media products of cultures other than their own, group identity and how cultural issues affect creative expression & media consumption.

Consideration of issues relating to working in the Creative Digital Media 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 have negative environmental and social impacts, but, on the other hand, can also have positive impacts on building human and social capital.

Since these are practically based qualifications, issues relating to health and safety are encountered in many units as well as being squarely addressed through the E-Safety unit.

Much of the content of qualifications is applicable throughout Europe due to the equivalence of standards, technological advancements and industry processes across Europe.

C.5 Formative Assessment

Centres are to ensure that work is assessed on a regular basis. A record of any formative assessment should ideally be kept by the centre to which all relevant tutors and centre managers should have access. 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 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 to represent concepts, e.g. mind maps, allowing assessors to assess depth of learning)

C.6 Retaking Internally Assessed Learning Outcomes

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

C.7 External Quality Assurance

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

The main functions of External Quality Assurance is 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 for centres offering the RSL qualifications for Digital & Creative Media.

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

C.8 Archiving Learner Work

Each centre should create an archive of learner work for each of the Creative Digital Media qualifications offered by that centre.

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 range 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

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

C.9 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 work
- Ensure that any material used which is not the learner's own creation is acknowledged

C.10 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.

C.11 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 indicated in the key dates calendar for that academic year (this can be found on the website).

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

C.12 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.

C.13 Accessing Data and Information

Centres will be able to review their 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 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.

Further information on delivery can be found in the VQ Centre Handbook: www.rslawards.com/vocational/deliver-qualifications

SECTION E: CENTRE APPROVAL

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

Centres seeking approval should consult the VQ 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 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.

The approval criteria is stated in the VQ Centre Handbook.

SECTION F: LEARNER ACCESS AND 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 digital media experience;
- Portfolio of digital media 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.

This 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 digital media experience;
- Portfolio of digital media activity, which will support Level 3 work.

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

Any learner wishing to undertake a Level 3 course or a Diploma at Level 1 or 2 must be 16 years old or over before registration.

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 Recognised Prior Learning (RPL)

RSL encourage 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 G: COMPLAINTS AND APPEALS

RSL's Appeals and Complaints policies can be found at www.rslawards.com

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 not be managed by RSL.

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

SECTION I: PROFESSIONAL DEVELOPMENT AND TRAINING

RSL provide centres wishing to provide 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 J: CONTACTS FOR HELP & SUPPORT

RSL

RSL can be contacted on **0345 460 4747**

All email correspondence should be directed to:

vocational@rslawards.com

RSL

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