



# **RSL Level 4 and 5 Qualifications for Creative Industries Practitioners**

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# Introduction

## The value of RSL qualifications

RSL advocates an open access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examinations Regulation (Ofqual), in Wales by Qualifications Wales and in Scotland by the Scottish Qualifications Authority. RSL is committed to maintaining and improving its reputation for excellence by providing high quality education and training through its syllabuses, examinations, music and resources.

## RSL Level 4 and 5 Qualifications for Creative Industries Practitioners

### Purpose of this syllabus specification

This specification guide serves the following purposes:

- To provide regulatory information surrounding the qualifications
- To provide an overview of qualification structure and content
- To provide content and assessment specification relevant to the qualifications

### Period of operation

This syllabus specification covers qualifications from June 2022

## Qualifications covered by this syllabus specification

### RSL Level 4 Qualifications for Creative Industries Practitioners

- RSL Level 4 Certificate for Creative Industries Practitioners
- RSL Level 4 Extended Certificate for Creative Industries Practitioners
- RSL Level 4 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 4 Diploma for Creative Industries Practitioners
- RSL Level 4 Extended Diploma for Creative Industries Practitioners

### RSL Level 5 Qualifications for Creative Industries Practitioners

- RSL Level 5 Certificate for Creative Industries Practitioners
- RSL Level 5 Extended Certificate for Creative Industries Practitioners
- RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 5 Diploma for Creative Industries Practitioners
- RSL Level 5 Extended Diploma for Creative Industries Practitioners

If you are undertaking a Level 5 Qualification for Creative Industries Practitioners on the Teaching pathway, your certification title will state this. For example, RSL Level 5 Certificate for Creative Industries Practitioners (Teaching). Please see section 1.4 for further details.

For detailed information on all aspects of RSL qualifications visit [rslawards.com](https://www.rslawards.com).

# Qualifications at a glance

## Level 4 qualification titles

Creative Industries qualifications at Level 4			
Qualification titles	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit
RSL Level 4 Certificate for Creative Industries Practitioners	100	200	20
RSL Level 4 Extended Certificate for Creative Industries Practitioners	200	400	40
RSL Level 4 Subsidiary Diploma for Creative Industries Practitioners	300	600	60
RSL Level 4 Diploma for Creative Industries Practitioners	400	800	80
RSL Level 4 Extended Diploma for Creative Industries Practitioners	600	1200	120

## Level 5 qualification titles

Creative Industries qualifications at Level 5			
Qualification titles	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit
RSL Level 5 Certificate for Creative Industries Practitioners	100	200	20
RSL Level 5 Extended Certificate for Creative Industries Practitioners	200	400	40
RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners	300	600	60
RSL Level 5 Diploma for Creative Industries Practitioners	400	800	80
RSL Level 5 Extended Diploma for Creative Industries Practitioners	600	1200	120

## Assessment

<b>Form of assessment</b>	All assessment is conducted internally (i.e. staff in centres provide assessment opportunities for, and assess the work produced by, learners).
<b>Unit format</b>	Unit specifications contain the title, unit code, level, GLH, TQT and credit value, unit aim and content, learning outcomes (what has to be learnt), grading criteria (how the evidence of learning will be graded), and recommended methods of summative assessment.
<b>Assessment bands</b>	There are three bands of assessment (Pass, Merit and Distinction) as well as an Unclassified band for each unit. Overall grades for the qualifications are also banded Pass, Merit, Distinction and Unclassified. In order to achieve the minimum of a Pass grade learners must pass every individual learning outcome within every unit taken.
<b>External quality assurance (EQA)</b>	External quality assurance of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling of learners' work. External Quality Assurers (EQAs) are appointed, trained and standardised by RSL.

# 1. Qualification summary

## 1.1 Qualification aim and broad objectives

Creative Industries Practitioners qualifications at Levels 4 and 5 aim to provide:

- Progression from RSL Vocational Qualifications at Levels 1 to 3
- Opportunities for learners to develop skills, knowledge and understanding of specialist areas of work in creative industries
- Progression within the vocational qualifications towards higher level technical, professional and/or managerial skills, knowledge and understanding

## 1.2 Qualification rationale

RSL Level 4 and 5 Qualifications for Creative Industries Practitioners have been designed to build upon RSL's Vocational Qualifications at Levels 1 to 3. They are aimed at candidates looking to progress to a higher level of education. The unifying element of work within modern creative industries is the expectation for practitioners to undertake a portfolio career. This suite of qualifications has been designed to encourage the development of skills and self-reflection needed to navigate a unique and varied route through a complex landscape of careers.

## 1.3 Levels and final awards available

### Levels available

The qualifications are delivered at Level 4 and 5. The final qualification will be awarded upon successful completion of a specified number of Guided Learning Hours (GLH) at each level.

### The types of final award available are:

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

### Qualification flexibility

The qualifications have been designed so learners can move between qualifications. For example, a learner who has completed the units required for a Certificate can build on this

to work towards an Extended Certificate (by completing an additional unit), or towards a Subsidiary Diploma or Diploma by completing further units, as shown in Section 2. Similarly, learners working towards a Diploma may subsequently decide to discontinue their studies after having achieved sufficient units to be awarded the Extended Certificate or Certificate. These changes can be made by completing a 'change of registration' form, available from the RSL website or directly from the Vocational Team at [vocational@rslawards.com](mailto:vocational@rslawards.com).

## 1.4 Certification titles

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

### RSL Level 4 Qualifications for Creative Industries Practitioners

- RSL Level 4 Certificate for Creative Industries Practitioners
- RSL Level 4 Extended Certificate for Creative Industries Practitioners
- RSL Level 4 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 4 Diploma for Creative Industries Practitioners
- RSL Level 4 Extended Diploma for Creative Industries Practitioners

### RSL Level 5 Qualifications for Creative Industries Practitioners

- RSL Level 5 Certificate for Creative Industries Practitioners
- RSL Level 5 Extended Certificate for Creative Industries Practitioners
- RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners
- RSL Level 5 Diploma for Creative Industries Practitioners
- RSL Level 5 Extended Diploma for Creative Industries Practitioners

### RSL Level 5 Qualifications for Creative Industries Practitioners (Teaching)

- RSL Level 5 Certificate for Creative Industries Practitioners (Teaching)
- RSL Level 5 Extended Certificate for Creative Industries Practitioners (Teaching)
- RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners (Teaching)
- RSL Level 5 Diploma for Creative Industries Practitioners (Teaching)
- RSL Level 5 Extended Diploma for Creative Industries Practitioners (Teaching)

## 1.5 Entry requirements and progression

### Entry requirements

When reviewing the combinations of qualifications and/or experience held by the applicants applying for the qualification the following may be considered:

- Related Level 3 and/or Level 4 qualifications
- Related experience with supporting evidence
- Strong understanding of learner's own skill set with supporting evidence
- Strong understanding of a specialism within the creative sector with supporting evidence

### Progression routes

The units are designed to allow centres to shape and mould assessments to the individual needs of their learners and prepare them either for working in creative industries or progressing onto further training or education.

## 1.6 The wider curriculum

RSL's Creative Industries qualifications provide opportunities for learners to develop their understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, as well as sustainable development, health and safety considerations, and European developments, consistent with international agreements.

### Spiritual, moral, ethical, social, legislative, economic and cultural issues

By its nature, involvement in creative subjects encourages learners to reflect on their achievement, explore spiritual issues, creative abilities and personal insights. It also encourages them to recognise and understand their own and others' worth. They may also explore moral values and attitudes and express their personal views about socially accepted codes of behaviour. There are opportunities to explore notions of community and society and their impact on individuals or groups. Cultural awareness is entwined with success in many aspects of the Creative Industries qualifications.

Creative Industries learners can explore the musical products of cultures other than their own, group identity and how cultural issues affect creative expression, music creation and consumption.

Consideration of issues relating to working in the music industry will inevitably help learners understand their rights and responsibilities, as well as gaining an insight into legal and democratic institutions and processes, roles of other bodies, economic development and environmental skills.

### Sustainable development, health and safety considerations and European developments consistent with international agreements

Learners can be given the opportunity to become more sustainability literate through developing understanding of the interaction between economic, social and environmental systems. For instance, some courses of action can have positive impacts on building human and social capital, but have negative environmental and social impacts.

Since these are practical qualifications, issues relating to health and safety are encountered in many units as well as being squarely addressed through the health and safety criteria found within the assessment criteria of the units. Much of the content of qualifications is applicable throughout Europe due to the equivalence of standards, technological advancements and industry processes.

# 2. Qualification structure

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

## 2.1 Qualification pathways

### **Choice of pathway**

Learners taking a Creative Industries Practitioners qualification at Level 5 may choose to undertake their qualification with a teaching focus. You must notify RSL if your learners are undertaking a Level 5 qualification with a teaching focus to ensure that their certification title is correct.

### **Pathway rationale**

While most Level 5 units can be undertaken with a focus on teaching, learners wishing to complete the Level 5 Diploma or Extended Diploma must complete the unit 'Teaching in Practice'. This unit, which replaces the 'Industry Showcase' in the Teaching pathway, enables learners to consolidate their teaching skills and practice as explored in previous units.

Details of this can be found in section 3.



# 3. Unit summary

## 3.1 Level 4 unit summary

Code	Unit title	GLH	TQT	Credit
CI-401	<b>Skills Development</b>	100	200	20
CI-402	<b>Self-Analysis</b>	100	200	20
CI-403	<b>Contextual Analysis</b>	100	200	20
CI-404	<b>Industry Project</b>	100	200	20
CI-405	<b>Creative Industries Income Streams</b>	100	200	20
CI-406	<b>Working to a Brief</b>	100	200	20

Final award	Units					
	Skills Development	Self-Analysis	Contextual Analysis	Industry Project	Creative Industries Income Streams	Working to a Brief
<b>Certificate</b>	✓					
<b>Extended Certificate</b>	✓	✓				
<b>Subsidiary Diploma</b>	✓	✓	✓			
<b>Diploma</b>	✓	✓	✓	✓		
<b>Extended Diploma</b>	✓	✓	✓	✓	✓	✓

## 3.2 Level 5 unit summary

Code	Unit title	GLH	TQT	Credit
CI-501	<b>Advanced Skills Development</b>	100	200	20
CI-502	<b>Career Development</b>	100	200	20
CI-503	<b>Collaborative Project</b>	100	200	20
CI-504	<b>Industry Showcase</b>	100	200	20
CI-505	<b>Self-Care for Creative Professionals</b>	100	200	20
CI-506	<b>Portfolio Career Development</b>	100	200	20
CI-507	<b>Teaching in Practice</b>	100	200	20

Final award	Units					
	Advanced Skills Development	Career Development	Collaborative Project	Industry Showcase	Self-Care for Creative Professionals	Portfolio Career Development
<b>Certificate</b>	✓					
<b>Extended Certificate</b>	✓	✓				
<b>Subsidiary Diploma</b>	✓	✓	✓			
<b>Diploma</b>	✓	✓	✓	✓		
<b>Extended Diploma</b>	✓	✓	✓	✓	✓	✓

Teaching Pathway						
Final award	Units					
	Advanced Skills Development	Career Development	Collaborative Project	Self-Care for Creative Professionals	Portfolio Career Development	Teaching in Practice
<b>Certificate</b>	✓					
<b>Extended Certificate</b>	✓	✓				
<b>Subsidiary Diploma</b>	✓	✓	✓			
<b>Diploma</b>	✓	✓	✓			✓
<b>Extended Diploma</b>	✓	✓	✓	✓	✓	✓

# 4. Assessment information

## 4.1 Assessment methodology

The underlying philosophy for assessment is that learners should receive credit for achievement, and that everyone should be encouraged to reach their full potential in all aspects of the course. To this end, a wide variety of assessment methodologies can be used in the delivery of these qualifications. Tutors are encouraged to find modes of assessment which best suit learners in terms of their strengths, and which will best prepare them for their future activities within the music industry, or in further study.

## 4.2 Internal assessment

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

### Types of evidence

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

- Assignment and/or project work
- Reports identifying specific skill development
- Illustrations/screenshots
- Recorded discussions
- Presentations
- Tutor observation
- Filmed discussion
- Video
- Audio recordings
- Simulation
- Interactive web-based elements (such as blogs, vlogs and websites)
- Witness statements

## 4.3 Grading criteria

### Summary

Grading criteria are specific to each unit and a detailed specification accompanies each unit, outlining what is expected to achieve each grade (Pass, Merit and Distinction). In order to achieve the minimum of a Pass grade, learners must pass each of the three learning outcomes within the unit.

### How grades are awarded

All assessment is criterion referenced, based on the achievement of specified learning outcomes (LOs). If the work submitted is not all of an equal standard, the assessor team will select the grade corresponding to the majority of the work submitted for the unit – for example, if the learner achieves a Merit for two of the learning outcomes and a Distinction for the third, the grade awarded will be a Merit.

### Unclassified grades

If work pertaining to one of the learning outcomes is Unclassified, the grade for the unit is also Unclassified, regardless of the grades awarded for the other learning outcomes.

### Examples of possible combinations

Learning Outcome (LO)			Unit grade
L01	L02	L03	
Merit	Distinction	Distinction	<b>Distinction</b>
Pass	Distinction	Merit	<b>Merit</b>
Unclassified	Merit	Pass	<b>Unclassified</b>
Pass	Pass	Merit	<b>Pass</b>

## 4.4 Unit grade bands

The assessor teams are to apply the detailed grading criteria laid down in each unit as required. The grading criteria are 'banded' into the following categories:

### Distinction

A Distinction grade will be awarded where a learner has excelled in all of the tasks contained within the unit. They will use a highly developed and extensive range of skills and be able to produce very convincing and memorable work. They will be capable of producing highly original material/ideas and of presenting them in a very effective way. They will show acute understanding of concepts, including relationships between areas of knowledge, select and successfully use a range of techniques/processes/skills and manipulate them as appropriate. They communicate ideas well and reflect on and review their work insightfully.

### Merit

A Merit grade will be awarded where a learner has produced effective work in all of the tasks contained within the unit. They will produce original work and will be able to present this in an effective way. They will apply detailed knowledge appropriately in various contexts, use a wide range of sound techniques/processes/skills and know how to adapt these to suit their purposes. They review their work effectively and in detail.

## Pass

A Pass grade will be awarded where a learner has demonstrated all assessment criteria within the unit. They will be able to produce work that is structured and have some grasp of a core range of methods of presentation. They will demonstrate key areas of knowledge well and use basic techniques/process/skills appropriate to the learning outcome. They can make a clear but basic review of their own work.

## Unclassified

An Unclassified grade will be awarded where the learner has failed to demonstrate every assessment criteria within the unit.

## 4.5 Qualification grade

In order to be eligible for grading at Pass level or above, learners must pass all of the units contained within the qualification. The process for formulating an overall grade is given in the following section.

## 4.6 How the qualification grade is formulated

The grades given by tutors for each unit will be stored on the [rslawards.com](http://rslawards.com) website, which will formulate an overall qualification grade.

### Calculating unit scores

Unit scores are calculated by dividing the credit value of the unit by 4 and multiplying by the grade multipliers below:

- Distinction = 4
- Merit = 3
- Pass = 2

For example, in a 10-credit unit, a learner earning a Merit would receive a unit score of 7.5:

- $(10 \div 4) \times 3 = 7.5$

$$(\text{Unit Credit Value} \div 4) \times \text{Grade Multiplier} = \text{Unit Score}$$

### Calculating the overall grade

The total unit scores are combined and divided by the sum of the total credits available for the qualification. This gives the total qualification score which can be made into a percentage. The pass bands for these qualifications are as follows:

- 86%–100% Distinction
- 62%–85% Merit
- 50%–61% Pass

## 4.7 Examples of qualification grade calculations

### RSL Level 4 Extended Certificate for Creative Industries Practitioners

Unit	Credit	Grade	Unit Score
Skills Development	20	Merit	15
Self-Analysis	20	Pass	10

In this example, the learner has achieved a total unit score of 25 from a total credit value of 40, giving an overall percentage of 63%, therefore their overall grade is Merit:

- $(25 \div 40) \times 100 = 62.5$

### RSL Level 4 Extended Diploma for Creative Industries Practitioners

Unit	Credit	Grade	Unit Score
Skills Development	20	Merit	15
Self-Analysis	20	Merit	15
Contextual Analysis	20	Distinction	20
Creative Industries Income Streams	20	Distinction	20
Working to a Brief	20	Merit	15
Industry Project	20	Distinction	20

In this example, the learner has achieved a total unit score of 105, from a total credit value of 120, giving an overall percentage of 88%, so their overall grade is Distinction:

- $(105 \div 120) \times 100 = 87.5$

### RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners

Unit	Credit	Grade	Unit Score
Advanced Skills Development	20	Merit	–
Career Development	20	Pass	–
Collaborative Project	20	Unclassified	0

In this example, the learner has been awarded an Unclassified grade for one of the units, so their overall grade is Unclassified, regardless of the grades awarded for the other units.

### RSL Level 5 Diploma for Creative Industries Practitioners (Teaching)

Unit	Credit	Grade	Unit Score
Advanced Skills Development	20	Pass	10
Career Development	20	Pass	10
Collaborative Project	20	Merit	15

Teaching in Practice	20	Pass	10
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In this example, the learner has achieved a total unit score of 50 from a total credit value of 80, giving an overall percentage of 56%, therefore their overall grade is Pass:

- $(45 \div 80) \times 100 = 56.25$

## 4.8 Formative assessment

Centres are to ensure that work is assessed on a regular basis. A record of any formative assessment should be kept by the centre, which all relevant tutors and centre managers should have access to. If this is not possible then records of formative assessment should be kept organised and ready for external quality assurers to view should the need arise. External quality assurers will expect to see evidence of formative assessment having taken place, integrated with regular feedback to learners about their progress. This is to ensure that students are able to check their understanding during the learning process, and for teaching and learning to be adjusted accordingly. Evidence could take the form of two or three of the following methods:

- **Observations**  
With notes taken during lessons reflecting on specific aspects of the student's learning and progress towards reaching the learning outcome, using spreadsheets/forms to record observations.
- **Discussions**  
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 learners needing further help.
- **Learning logs**  
For learners 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 grading criteria, helping them to think about their own learning, articulate what they understand and what they still have to learn.
- **Practice projects/presentations**  
Allowing learners to improve their skills at the same time as enabling the assessor to gauge level of understanding.
- **Visual representations**  
Learners use graphic means such as mind maps to represent concepts, allowing assessors to assess depth of learning.

## 4.9 Retaking internally assessed learning outcomes

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

## 4.10 External quality assurance (EQA)

### EQA Process

A sample of the units which have been assessed internally by each centre is quality assured by an external team – appointed, trained and standardised by RSL. External quality assurance ensures that all assessments are carried out to the same standard by objective sampling of learners' work. Centres will be notified of the external quality assurance processes on approval and thereafter at the beginning of each new academic year.

### The main functions of external quality assurance are to:

- Sample learner evidence, to ensure that centres' assessment decisions are valid, reliable and fair, and consistent with the national standards for the qualification
- Provide feedback to RSL and centres on the outcome of the quality assurance activities
- Provide support and guidance for centres offering the RSL Creative Industries qualifications

### Action plans

In cases where certain issues arise during the quality assurance process, RSL will advise the centres what issues need to be addressed and make recommendations of how this may happen. Subsequent checks will be made to ensure that these action plans are being followed and that the centre is supported in their ongoing improvement.

## 4.11 Archiving learner work

Each centre should create an archive of learner work for each of the Creative Industries qualifications they offer. The archive should be kept a minimum of five years or for as long as the units remain valid. The purpose of archiving is to provide a record of learner work over time and to give external quality assurance teams a range of exemplars, which cover the full spread of learner abilities within each unit.

### The archive should cover the following, where possible:

- 20% of all learner work, including a sample of each grade category, where available
- All externally quality assured work

- Examples of each type of assessment method in each unit
- Examples covering each tutor in each unit

## 4.12 Authenticity of work

Tutors are expected to take all necessary steps to ensure that learners' work is authentic and original. It is accepted that tutors will supervise and guide learners who are undertaking work, which is internally assessed. However, for all internally assessed work, tutors must:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Be able to supply evidence of their continuing supervision and authenticate all work submitted for assessment
- Ensure that the work is completed in accordance with the programme requirements and can be assessed using the specified grading criteria and procedures
- Be satisfied that the work produced by the learner is their own
- Ensure that any material used which is not the learner's own creation is acknowledged

## 4.13 Presentation of work for submission

It is the centre's responsibility to ensure that all learner work is available for assessment and sampling. All work must be suitably labelled with the learner's name, unit code, unit title and centre name.

## 4.14 Submission of grades

Centres will access a secure registration and assessment website ([rslawards.com](http://rslawards.com)), in which the grades will be entered. Centres are encouraged to update this on a regular basis to avoid a heavy workload at the end of the academic year. The final deadline for the completion of the database will be indicated in the key dates calendar for that academic year (this can also be found on the website).

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

## 4.15 Results and certification

Centres will be able to check their learners' provisional results online upon completion of the assessment of their units. Results will be verified after the completion of the external quality assurance process and information on the verified results will be available online.

All certificates will be issued after the formal completion of all quality assurance processes.

## 4.16 Accessing data and information

Centres will be able to review the progress of their learners' grades through the learner registrations. These are learner specific and can be accessed through a personal password system, which will allow a centre to look at their learners' records of unit registration and achievement. Centres will be able to view the information relating to all learners enrolled on each qualification at that centre through the operation of the same website and password system.

## 5. Programme delivery models

Centres are free to offer these qualifications using any mode of delivery that meets the needs of their learners. It may be offered through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever the mode of delivery, centres must ensure that learners have appropriate access to the resources required for high quality delivery of the course, and subject specialist staff.

Further information on delivery can be found in the VQ Centre Handbook: [rslawards.com/vocational/deliver-qualifications](https://rslawards.com/vocational/deliver-qualifications).

## 6. Centre approval

### 6.1 Centre approval application procedures

Centres must apply for approval by RSL prior to enrolling learners. All approval documentation can be found on the RSL website. Centres seeking approval should consult the VQ Centre Handbook for full details on the approval process and the documentation they are required to submit.

### 6.2 Approval criteria

In order to gain approval to offer any or all of the RSL qualifications, the following criteria must be met:

- **Management systems**  
There are appropriate systems for managing the effective delivery of the qualifications (for example, regular team meetings and clear lines of responsibility)
- **Access to assessment**  
The centre has a clear commitment to equal opportunities
- **Assuring standards of assessment**  
There are arrangements for managing assessment which will ensure consistent standards across the centre
- **Assuring course quality**  
The centre's teaching team have the commitment and the expertise to deliver the programme according to the learning schedules established by RSL
- **Induction and learning programme**  
There is a commitment to providing effective induction and learning support for learner
- **Staff resources**  
There is an appropriate staff development plan and appropriate provision to allow this to be implemented
- **Physical resources**  
Each centre needs to have appropriate resources for the qualifications which they wish to offer to learners

# 7. Learner access and registration

## 7.1 Access and registration

This suite of qualifications will:

- Be available to everyone aged 16 or over at the time of registration who is capable of reaching the required standards
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualifications

At the point of application and/or interview, centres will ensure that all learners are fully informed about the requirements and demands of the qualification. Centres will take appropriate steps to assess each applicant's potential, and make a professional judgement about their ability to successfully complete the programme and achieve the qualification. This evaluation will need to take account of the support available to the learner within the centre during their programme of study, and any specific support which may be necessary to allow the learner to access the assessment for the qualification. RSL advise the use of initial assessment testing to verify the level of support needed by individual learners.

## 7.2 Recommended prior learning

Centres will need to review the combinations of qualifications and/or experience held by applicants progressing on to a Level 4 or 5 course. The experience/qualification profile of applicants wishing to study a Level 4 or 5 qualification may include one of the following:

- Related qualifications at Levels 1 to 4
- Related creative industry/teaching experience
- Portfolio of creative industry/teaching activity, which will support Level 4/5 work

These are suggestions, which may help with the selection process. However, it should be remembered that in some cases, commitment and dedication may supersede a lack of experience or any obvious academic qualifications. RSL support the notion of open access to these courses, with appropriate guidance being given to the learner at all times throughout the application process.

## 7.3 Recognised prior learning (RPL)

RSL encourage centres to recognise learners' previous achievement and experience through recognised prior learning (RPL). Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification.

RPL is the process of recognising a learner's previous achievement or learning experiences. It is of particular value to learners without formal qualifications who are either in employment, preparing to enter, or returning to employment. It may apply to, for example:

- RSL Grades
- BTEC qualifications
- GCSEs in vocational subjects
- VCEs
- Key Skills
- NVQs

Approved centres will ensure that they have appropriate RPL advisory processes and personnel in place.

All evidence presented for RPL must be mapped against RSL's assessment criteria. RPL must adhere to the assessment and internal verification processes of the centre and must be documented in order for RSL to moderate.



## 8. Complaints and appeals

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

## 9. Policies

The following policies and procedures can be obtained from the RSL website:

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

\* Note that reasonable adjustment applications are the responsibility of the centre and will not be managed by RSL. Special consideration applications should be submitted directly to RSL.

# 10. Support, guidance and training

Centres wishing to provide these qualifications can obtain support and guidance from RSL through the following means:

- **Telephone support**  
0345 460 4747
- **Email support**  
[vocational@rslawards.com](mailto:vocational@rslawards.com)
- **Syllabus document and unit specifications**
- **Ongoing curriculum, delivery and assessment support**
- **Help and support available on the RSL website (webinars, training videos, exemplars)**

# 11. Contacts

All email correspondence about these qualifications should be directed to:

[vocational@rslawards.com](mailto:vocational@rslawards.com)

RSL  
Harlequin House  
Ground Floor  
7 High Street  
Teddington  
Middlesex  
TW11 8EE

[rslawards.com](http://rslawards.com)

+44 (0)345 460 4747

# Unit Specifications

# Skills Development

**Unit code: CI-401**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit aims to develop an understanding of the fundamental concepts and methodologies that underpin skills development in the context of the learner's principal discipline. Learners will develop their knowledge and execution of relevant skills and devices, understand how core technical skills and devices can inform their approach, demonstrate these skills with creative expression and explore how they can be applied in a wider creative context. Whilst the majority of the techniques and technical theories encountered will be in the context of the learner's principal discipline, they are encouraged to identify broader applications for the content studied.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Demonstrate knowledge and execution of technical skills and devices specific to their discipline, in the context of the creative industries.
2. Display creativity and expression through the demonstration of technical skills and devices.
3. Evidence an understanding of the broader context in which technical skills and vocabulary may be applied.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Demonstrate comprehensive knowledge and accomplished execution of a wide range of technical skills and devices, evidencing outstanding technical proficiency and professionalism.
2. Evidence comprehensive creative and innovative engagement and expression through the demonstration of a wide range of outstanding technical skills and devices.
3. Evidence a comprehensive understanding of the broader context in which skills developed in this unit may be applied, demonstrating an innovative approach that is self-directed and professional in manner.

### Merit

To achieve a Merit, learners will:

1. Demonstrate detailed knowledge and effective execution of a wide range of technical skills and devices, evidencing well-developed technical proficiency and professionalism.
2. Evidence thorough creative engagement and expression through the demonstration of a wide range of well-developed technical skills and devices.
3. Evidence a clear and detailed understanding of the broader context in which skills developed in this unit may be applied, demonstrating a creative approach that is self-directed and professional in manner.

## **Pass**

To achieve a Pass, learners will:

1. Demonstrate knowledge and execution of a range of technical skills and devices, evidencing technical proficiency and professionalism.
2. Evidence creative engagement and expression through the demonstration of a range of technical skills and devices.
3. Evidence an understanding of the broader context in which skills developed in this unit may be applied, demonstrating an approach that is self-directed and professional in manner.

## **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of demonstrating knowledge and execution of a range of technical skills and devices, and/or lack of evidence of technical proficiency and professionalism.
2. Lack of evidence of creative engagement and expression through the demonstration of a range of technical skills and devices.
3. Lack of evidence of an understanding of the broader context in which skills developed in this unit may be applied, and/or lack of evidence of an approach that is self-directed and professional in manner.

# Summative assessment

## **Suggested summative assessment methods**

Learners should produce a portfolio of work that demonstrates the technical skills they have developed throughout this unit, as well as evidencing their technical proficiency and professionalism. They should also provide evidence within their portfolio of their creative engagement and expression in applying their skills and their understanding of how their skills may be applied in a broader context.

The types of evidence produced in this unit will be dependent on the learner's chosen discipline. However, this might include:

- Video evidence of skills development and demonstration
- A series of small tasks that evidence specific skills
- A log book that tracks the development of their skills
- A final piece of work that demonstrates the application of their skills and their creative engagement and expression
- An essay, presentation or interview in which learners explore how their skills may be applied in a broader context such as the wider industry in which they wish to enter

## Suggested unit content

Learners will be expected to initiate and maintain a self-directed and strategic approach to studying, and a balanced and holistic appreciation for both their practical and theoretical development as a creative. Learners will be responsible for motivating themselves to research and develop subject matter in pursuit of acquiring depth of understanding within the subject area. At all times, learners are encouraged to derive conclusions from research that are directly relevant to their own professional practice.

The skills explored in this unit will be dependent on the chosen discipline, however underpinning skills to promote and facilitate an independent approach should be explored. These might include:

- Research skills
- Critical analysis
- Self-reflection
- Giving and responding to feedback
- Target setting
- Documenting progress
- Creative thinking
- Problem solving

## Glossary

<b>Accomplished</b>	Work is highly effective, engaging and demonstrates a high level of skill
<b>Clear</b>	Complex and non-routine information and ideas are communicated with clarity and precision
<b>Comprehensive</b>	Covering all, or nearly all, relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy
<b>Creative</b>	The work is approached with imagination and careful consideration
<b>Demonstrate</b>	Display skills, knowledge and understanding within creative work or tasks
<b>Detailed</b>	Covering information and ideas, and the relationships between these, with close attention
<b>Effective</b>	Work is well-considered and applies relevant skills and/or knowledge
<b>Innovative</b>	Highly creative and original approach to the work is demonstrated
<b>Outstanding</b>	Work is complex and ambitious in intent, varied and finished to an excellent standard
<b>Well-developed</b>	Relevant, carefully designed and well-defined

# Self-Analysis

**Unit code: CI-402**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit aims to establish a benchmark for learners and identify areas that can be built upon in their development as a creative professional. It is vital for those wishing to pursue a career in the creative industries to build a solid understanding and process for ongoing reflection and development as this will continue to be required throughout their careers. In this unit learners will assess their own skills and abilities, undertake appropriate activities to gather feedback and apply this feedback to further develop their skills.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Analyse the key concepts relating to their skills and abilities as a practitioner within the creative industries.
2. Respond to feedback on their progression in their chosen discipline.
3. Apply learning to develop their skills as a creative practitioner to support individual career goals.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Undertake a comprehensive and incisive critical analysis of concepts and components relating to their skills and abilities as a practitioner within the creative industries.
2. Fully engage with feedback, resulting in comprehensive constructive input into critical self-evaluation, demonstrating outstanding awareness and understanding of development needs.
3. Demonstrate outstanding engagement in developing the skills needed to further their career goals.

### Merit

To achieve a Merit, learners will:

1. Undertake a clear and detailed critical analysis of concepts and components relating to their skills and abilities as a practitioner within the creative industries.
2. Engage effectively with feedback, resulting in detailed constructive input into critical self-evaluation, demonstrating well-developed awareness and understanding of development needs.
3. Demonstrate well-developed and effective engagement in developing the skills needed to further their career goals.

## Pass

To achieve a Pass, learners will:

1. Critically analyse concepts and components relating to their skills and abilities as a practitioner within the creative industries.
2. Engage with feedback, resulting in constructive input into critical self-evaluation, demonstrating an awareness and understanding of development needs.
3. Demonstrate engagement in developing the skills needed to further their career goals.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of a critical analysis of concepts and components relating to their skills and abilities as a practitioner within the creative industries.
2. Lack of evidence of an engagement with feedback, resulting in constructive input into critical self-evaluation and/or lack of evidence of demonstrating an awareness and understanding of development needs.
3. Lack of evidence of demonstrating engagement in developing the skills needed to further their career goals.

# Summative assessment

## Suggested summative assessment methods

Learners should produce a portfolio of work that demonstrates their critical analysis of the concepts and components relating to their skills and abilities, engagement with feedback and development of skills in response to self-evaluation informed by feedback.

The types of evidence produced in this unit will be dependent on the learner's chosen discipline. However, this might include:

- Skills assessments
- SMART Targets
- Plans for development that are reflected on regularly and updated as necessary
- Documented feedback sessions and responses to feedback
- Evidence of skills development
- A log book that tracks the development of their skills

# Suggested unit content

Learners will need to undertake practical tasks relevant to their chosen discipline throughout this unit to facilitate opportunities for feedback and development.

The unit will include opportunities for learners to develop the following skills:

- Skills analysis
- Planning
- Time management
- Self-reflection
- Target setting
- Responding to feedback
- Applying feedback
- Documenting progress



# Glossary

Clear	Complex and non-routine information and ideas are communicated with clarity and precision
Comprehensive	Covering all, or nearly all, relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy
Creative	The work is approached with imagination and careful consideration
Critically analyse	Carefully analyse a subject, considering relevant theories and concepts, and different perspectives and approaches; opinions and judgments are supported by evidence
Demonstrate	Display skills, knowledge and understanding within creative work or tasks
Detailed	Covering information and ideas, and the relationships between these, with close attention
Effective	Work is well-considered and applies relevant skills and/or knowledge
Engage	Take part in considered and well-defined tasks, demonstrating an informed awareness of the scope of the subject area
Incisive	Identifying and understanding the most important and relevant details of a subject and communicating them clearly and directly
Outstanding	Work is complex and ambitious in intent, varied and finished to an excellent standard
Well-developed	Relevant, carefully designed and well-defined

# Contextual Analysis

**Unit code: CI-403**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim

It is important for creative people to be able to evaluate and analyse influences on their personal style. This unit aims to develop a learner's skills in interpreting and responding to influences on their own work. Learners will identify a key individual or piece of work that has influenced their individual practice, and analyse how they have influenced their own creative output in a particular discipline (e.g. music, art, theatre, dance, business).

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Critically analyse the output and influence of a key individual or piece of work.
2. Interpret the output of a key individual or piece of work through the creation of a new work.
3. Critically evaluate a work created in response to the influence of a key individual or piece of work.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Undertake a comprehensive and mature critical analysis of the influences of a chosen individual or piece of work on their own practice, demonstrating a comprehensive understanding of the context and complexity of the subject matter and rigorously justifying their choice.
2. Create a work which demonstrates a comprehensive understanding of interpretation and of the subtleties of the individual/piece of work studied.
3. Undertake a comprehensive critical evaluation of the work created, their interpretation of the subject, and their technical strengths and areas for development.

### Merit

To achieve a Merit, learners will:

1. Undertake a clear and detailed critical analysis of the influences of a chosen individual or piece of work on their own practice, demonstrating a detailed understanding of the context and complexity of the subject matter and thoroughly justifying their choice.
2. Create a work which demonstrates a well-developed understanding of interpretation and of the subtleties of the individual/piece of work studied.
3. Undertake a clear and detailed critical evaluation of the work created, their interpretation of the subject, and their technical strengths and areas for development.

## Pass

To achieve a Pass, learners will:

1. Critically analyse the influences of a chosen individual or piece of work on their own practice, demonstrating an understanding of the context and complexity of the subject matter and justifying their choice.
2. Create a work which demonstrates an understanding of interpretation and of the subtleties of the individual/piece of work studied.
3. Critically evaluate the work created, their interpretation of the subject, and their technical strengths and areas for development.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of a critical analysis of the influences of a chosen individual or piece of work on their own practice, demonstrating an understanding of the context and complexity of the subject matter, and/or lack of evidence of justification for their choice.
2. Lack of evidence of creating a work which demonstrates an understanding of interpretation and of the subtleties of the individual/piece of work studied.
3. Lack of evidence of a critical evaluation of the work created, their interpretation of the subject, and their technical strengths and areas for development.

# Summative assessment

## Suggested summative assessment methods

Learners should identify a key influence on their development and analyse the individual's output or selected work, then create and evaluate an original work which demonstrates their interpretation of the individual's creative output or selected creative work.

The types of evidence produced in this unit will be dependent on the learner's chosen discipline. However, this should include:

- A written or presented analysis of a key individual and their work or a piece of creative work, and how these have influenced the learner's own output.
- A new piece of work that demonstrates the learner's interpretation of the individual/work analysed (evidence of the work might include video or audio recordings, photographs, screenshots etc).
- A critical evaluation (either written or a recorded discussion) of the learner's work, including:
  - An evaluation of the work itself
  - How the influence has been interpreted
  - The learner's technical strengths and areas for development

## Suggested unit content

The unit will include opportunities for learners to analyse styles and types of influence (historical and contemporary, subliminal, mimetic, cultural, social etc). They will also need to develop a range of research and analysis skills to facilitate their own project.

The practical elements explored in this unit will be dependent on the chosen discipline, however underpinning skills to promote and facilitate an independent approach should be explored.

The unit will include opportunities for learners to develop the following skills:

- Research skills
- Critical analysis
- Self-reflection
- Creative thinking
- Problem solving
- Critical evaluation

## Glossary

Clear	Complex and non-routine information and ideas are communicated with clarity and precision
Comprehensive	Covering all, or nearly all, relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy
Create	Produce original material for a defined end use, demonstrating practical, theoretical or technical knowledge and understanding complex and non-routine subjects
Critically analyse	Carefully analyse a subject, considering relevant theories and concepts, and different perspectives and approaches; opinions and judgments are supported by evidence
Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives; judgments are supported by evidence
Demonstrate	Display skills, knowledge and understanding within creative work or tasks
Detailed	Covering information and ideas, and the relationships between these, with close attention
Mature	Thoughtful and objective approach to a subject
Rigorously	An extremely thoughtful and thorough approach, covering all relevant points with a high-degree of attention to detail
Thoroughly	A thoughtful and well-considered approach, covering all relevant points
Well-developed	Relevant, carefully designed and well-defined

# Industry Project

**Unit code: CI-404**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit focuses on the creation of a programme of work to demonstrate a range of skills and technical knowledge that have been developed during the study of this qualification.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Plan a project that explores an advanced technical approach to their discipline.
2. Undertake a project which demonstrates an advanced level of technical understanding.
3. Critically evaluate a project that demonstrates an advanced level of technical understanding.

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Demonstrate a comprehensive and mature understanding of the context and complexity of the project, giving a comprehensive and incisive explanation of the rationale and theme behind the works and their preparation for the project.
2. Demonstrate outstanding structural and stylistic features throughout the work and a comprehensive understanding of interpretation, the subtleties of context and engagement with the desired audience.
3. Undertake a comprehensive critical evaluation of the work, incisively assessing the technical strengths and areas for development.

### **Merit**

To achieve a Merit, learners will:

1. Demonstrate a clear and detailed understanding of the context and complexity of the project, giving a detailed explanation of the rationale and theme behind the works and their preparation for the project.
2. Demonstrate well-developed structural and stylistic features throughout the work and a detailed understanding of interpretation, the subtleties of context and engagement with the desired audience.
3. Undertake a clear and detailed critical evaluation of the work, thoroughly assessing the technical strengths and areas for development.

## Pass

To achieve a Pass, learners will:

1. Demonstrate understanding of the context and complexity of the project, explaining the rationale and theme behind the works and their preparation for the project.
2. Demonstrate structural and stylistic features throughout the work and an understanding of interpretation, the subtleties of context and engagement with the desired audience.
3. Critically evaluate the work, assessing the technical strengths and areas for development.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of understanding of the context and complexity of the project, and/or lack of evidence of an explanation of the rationale and theme behind the works and their preparation for the project.
2. Lack of evidence of demonstrating structural and stylistic features throughout the work, and/or lack of evidence of demonstrating an understanding of interpretation and the subtleties of context and engagement with the desired audience.
3. Lack of evidence of a critical evaluation of the work, assessing the technical strengths and areas for development.

# Summative assessment

## Suggested summative assessment methods

The types of evidence produced in this unit will be dependent on the learner's chosen discipline. However, this should include:

- An essay or presentation that details:
  - The context of the project
  - The complexity and potential challenges within the project
  - An explanation of the rationale and theme behind the project
  - An explanation of the preparation undertaken for the project
- Evidence of the project (this might include video or audio recordings, photographs, screenshots etc)
- A critical evaluation of the work (either written or a recorded discussion)

# Suggested unit content

The practical elements explored in this unit will be dependent on the chosen discipline, however underpinning skills to promote and facilitate an independent approach should be explored.

The unit will include opportunities for learners to develop the following skills:

- Research skills
- Project planning
- Critical analysis
- Self-reflection
- Creative thinking
- Problem solving
- Critical evaluation
- Responding to feedback
- Applying feedback
- Documenting progress

# Glossary

Clear	Complex and non-routine information and ideas are communicated with clarity and precision
Comprehensive	Covering all, or nearly all, relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy
Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives; judgments are supported by evidence
Demonstrate	Display skills, knowledge and understanding within creative work or tasks
Detailed	Covering information and ideas, and the relationships between these, with close attention
Incisive	Identifying and understanding the most important and relevant details of a subject and communicating them clearly and directly
Mature	Thoughtful and objective approach to a subject
Outstanding	Work is complex and ambitious in intent, varied and finished to an excellent standard
Thoroughly	A thoughtful and well-considered approach, covering all relevant points
Well-developed	Relevant, carefully designed and well-defined

# Creative Industries Income Streams

**Unit code: CI-405**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim

To manage a creative career, it's vital to have a clear sense of the available income streams, and knowledge of how to maximise income and minimise expenses. This unit aims to enable learners to recognise and reproduce various income streams in the current creative industry environment and to appraise the commercial opportunities presented by various income streams in relation to an individual area of the creative industries.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Identify and describe income streams available to practitioners in the creative industries.
2. Create a business strategy that maximises the commercial potential of an individual, utilising a range of income streams.
3. Critically evaluate the efficacy of a business strategy in maximising the commercial potential of an individual.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Demonstrate comprehensive knowledge of business and entrepreneurial practices in the creative industries, including budgets and financial management, and a comprehensive understanding of the requirements of working in relevant professional contexts.
2. Create a sophisticated and realistic business strategy to maximise the commercial potential of an individual, applying a range of management practices. The strategy will demonstrate comprehensive knowledge and understanding of contracts and business deals, which are incisively informed by industry standards.
3. Undertake a comprehensive critical evaluation of the business strategy, demonstrating a rigorous and mature understanding of the financial landscape they are working in.

### Merit

To achieve a Merit, learners will:

1. Demonstrate clear and detailed knowledge of business and entrepreneurial practices in the creative industries, including budgets and financial management, and a detailed understanding of the requirements of working in relevant professional contexts.
2. Create a well-developed and relevant business strategy to maximise the commercial potential of an individual, applying a range of management practices. The strategy will demonstrate detailed knowledge and understanding of contracts and business deals, which are clearly informed by industry standards.



3. Undertake a clear and detailed critical evaluation of the business strategy, demonstrating a thorough understanding of the financial landscape they are working in.

### **Pass**

To achieve a Pass, learners will:

1. Demonstrate knowledge of business and entrepreneurial practices in the creative industries, including budgets and financial management, and an understanding of the requirements of working in relevant professional contexts.
2. Create a business strategy to maximise the commercial potential of an individual, applying a range of management practices, contracts and business deals which are informed by industry standards.
3. Critically evaluate the business strategy, demonstrating understanding of the financial landscape they are working in.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge of business and entrepreneurial practices in the creative industries, including budgets and financial management, and/or lack of evidence of understanding the requirements of working in relevant professional contexts.
2. Lack of evidence of creating a business strategy to maximise the commercial potential of an individual, applying a range of management practices, contracts and business deals which are informed by industry standards.
3. Lack of evidence of a critical evaluation of the business strategy, and/or lack of evidence of understanding of the financial landscape they are working in.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should identify and explain available income streams, create a business strategy to maximise them, and evaluate the effectiveness of the strategy. The evidence submitted could include:

- A written or presented case study on the subject of 'Identifying and Exploiting Income Streams', including:
  - Explanation of the income streams available to a specific role in the creative industries.
  - Strategic plan for maximising income over a 12-month period – following a hypothetical scenario learners should formulate a business strategy for maximising income, including a 12-month projected cash flow with a critical summary. All assertions, arguments and conclusions should be supported by appropriate references and evidence.
- A critical evaluation of the business strategy (either written or a recorded discussion), using feedback to inform strategies for generating income in their own career. This could include a SWOT analysis of the strategy and setting SMART goals for maximising income and minimising expenses in future creative industry projects.

## **Suggested unit content**

The unit will include opportunities for learners to develop the following skills:

- Research skills
- Budgeting
- Project planning
- Creative thinking
- Problem solving

- Critical evaluation
- Applying feedback

The unit should also include opportunities for learners to develop an understanding of the following:

- A range of income streams
- Commercial and personal relationships
- Examples of long-term model partnerships
- Financial modelling
- Forecasting
- Cash flow management
- Ethics of management

During this unit learners should develop the skills and knowledge to communicate in an assured manner with finance professionals such as accountants, banks and third-party investors.

## Glossary

Clear	Complex and non-routine information and ideas are communicated with clarity and precision
Comprehensive	Covering all, or nearly all, relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy
Create	Produce original material for a defined end use, demonstrating practical, theoretical or technical knowledge and understanding complex and non-routine subjects
Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives; judgments are supported by evidence
Demonstrate	Display skills, knowledge and understanding within creative work or tasks
Detailed	Covering information and ideas, and the relationships between these, with close attention
Incisive	Identifying and understanding the most important and relevant details of a subject and communicating them clearly and directly
Mature	Thoughtful and objective approach to a subject
Outstanding	Work is complex and ambitious in intent, varied and finished to an excellent standard
Realistic	Highly relevant understanding of how to approach complex and non-routine problems; highly applicable to real industry scenarios
Relevant	Understanding of how to approach complex and non-routine problems; closely connected to real industry scenarios
Rigorous	An extremely thoughtful and thorough approach, covering all relevant points with a high-degree of attention to detail
Sophisticated	Highly relevant, complex and non-routine
Thoroughly	A thoughtful and well-considered approach, covering all relevant points
Well-developed	Relevant, carefully designed and well-defined

# Working to a Brief

**Unit code: CI-406**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit aims to enable learners to develop an authoritative and credible practice, suitable for a variety of different scenarios within the creative industries, and to be able to explain and apply the conventions and vocabulary of their craft in relation to future scenarios working for or with other creative practitioners. Learners will develop an awareness of current trends in their field and demonstrate their ability to create work within the parameters of a specific brief. Learners will be required to reflect critically on the process and explain the methods they have used including the rationale behind them.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Utilise a range of techniques to generate original, industry-standard ideas in response to a variety of briefs.
2. Develop original ideas, presenting them in industry-relevant formats.
3. Critically evaluate work created in response to briefs.

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Create outstanding and innovative ideas in response to a variety of briefs, demonstrating a professional approach, accomplished technical proficiency and comprehensive execution of a range of creative techniques.
2. Evidence comprehensive synthesis of knowledge and techniques in content development, utilising an innovative range of methods and presenting them in industry-relevant formats
3. Undertake a rigorous critical evaluation of their work, supported by a comprehensive understanding of relevant research, demonstrating accomplished skills in organisation and synthesis.

### **Merit**

To achieve a Merit, learners will:

1. Create relevant and well-developed ideas in response to a variety of briefs, demonstrating a professional approach, well-developed technical proficiency and effective execution of a range of creative techniques.
2. Evidence well-developed synthesis of knowledge and techniques in content development, utilising a relevant range of methods and presenting them in industry-relevant formats.
3. Undertake a thorough and detailed critical evaluation of their work, supported by a clear understanding of relevant research, demonstrating effective skills in organisation and synthesis.

## Pass

To achieve a Pass, learners will:

1. Create original, industry-standard ideas in response to a variety of briefs, demonstrating a professional approach, technical proficiency and execution of creative techniques.
2. Evidence synthesis of knowledge and techniques in content development, utilising appropriate methods and presenting them in industry-relevant formats.
3. Undertake a critical evaluation of their work, supported by an understanding of relevant research, demonstrating skills in organisation and synthesis.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of creating original, industry-standard ideas in response to a variety of briefs, and/or lack of evidence of demonstrating a professional approach, technical proficiency and execution of creative techniques.
2. Lack of evidence of synthesis of knowledge and techniques in content development, and/or lack of evidence of utilising appropriate methods and presenting them in industry-relevant formats.
3. Lack of evidence of a critical evaluation of their work, supported by an understanding of relevant research, and/or lack of evidence of demonstrating skills in organisation and synthesis.

# Summative assessment

## Suggested summative assessment methods

Learners should produce and evaluate a varied portfolio of creative works. The types of evidence produced in this unit will be dependent on the learner's chosen discipline. However, this should include:

- A portfolio of contrasting works, containing two or more creative pieces of work, created to briefs, that differ stylistically and allow the learner to demonstrate:
  - An ability to create original, industry standard ideas
  - A professional approach
  - Technical proficiency
  - Execution of creative techniques
  - Synthesis of knowledge and techniques in the content development
  - Utilisation of appropriate methods for developing the work
  - Presentation of the work in industry-relevant formats
- A critical evaluation of the work (either written or a recorded discussion) that demonstrates an understanding of relevant research and skills in organisation and synthesis

# Suggested unit content

The practical elements explored in this unit will be dependent on the chosen discipline, however underpinning skills to promote and facilitate an independent approach should be explored.

The unit will include opportunities for learners to develop the following skills:

- Research skills
- Idea development
- Project planning
- Budgeting
- Critical analysis
- Self-reflection

- Creative thinking
- Problem solving
- Critical evaluation
- Responding to feedback
- Applying feedback
- Documenting progress

## Glossary

Accomplished	Work is highly effective, engaging and demonstrates a high level of skill
Clear	Complex and non-routine information and ideas are communicated with clarity and precision
Comprehensive	Covering all, or nearly all, relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy
Create	Produce original material for a defined end use, demonstrating practical, theoretical or technical knowledge and understanding complex and non-routine subjects
Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives; judgments are supported by evidence
Demonstrate	Display skills, knowledge and understanding within creative work or tasks
Detailed	Covering information and ideas, and the relationships between these, with close attention
Effective	Work is well-considered and applies relevant skills and/or knowledge
Innovative	Highly creative and original approach to the work is demonstrated
Outstanding	Work is complex and ambitious in intent, varied and finished to an excellent standard
Relevant	Understanding of how to approach complex and non-routine problems; closely connected to real industry scenarios
Rigorous	An extremely thoughtful and thorough approach, covering all relevant points with a high-degree of attention to detail
Thoroughly	A thoughtful and well-considered approach, covering all relevant points
Well-developed	Relevant, carefully designed and well-defined

# Advanced Skills Development

**Unit code: CI-501**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit introduces advanced concepts and technically-specific vocabulary necessary for the purpose of attaining a mature and assured standard of technical application during performance. The aim of this unit is to enable learners to develop advanced technical concepts and vocabulary in the context of creative arts and be able to apply and manipulate technical conventions and vocabulary creatively across a range of creative outputs.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Present a range of specialised technical skills and devices.
2. Demonstrate the ability to select or omit appropriate technical devices, in accordance with stylistic conventions.
3. Utilise suitable and relevant technical language to describe the application of specialised technical skills and devices.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Demonstrate accomplished execution of a wide range of techniques and devices, demonstrating outstanding technical proficiency, professionalism and assured creative and innovative engagement.
2. Demonstrate accomplished skills in selecting or omitting appropriate technical devices relevant to stylistic conventions, evidencing a sustained creative approach that is self-directed and professional in manner.
3. Evidence outstanding synthesis of discipline knowledge and vocabulary to describe the application of an innovative range of specialised technical skills and devices.

### Merit

To achieve a Merit, learners will:

1. Demonstrate well-developed execution of a wide range of techniques and devices, demonstrating effective technical proficiency, professionalism and secure creative engagement.
2. Demonstrate well-developed skills in selecting or omitting appropriate technical devices relevant to stylistic conventions, evidencing a creative approach that is self-directed and professional in manner.
3. Evidence effective synthesis of discipline knowledge and vocabulary to describe the application of a thorough range of specialised technical skills and devices.

## Pass

To achieve a Pass, learners will:

1. Execute a wide range of techniques and devices, demonstrating technical proficiency, professionalism and creative engagement.
2. Select or omit appropriate technical devices relevant to stylistic conventions in a self-directed and professional manner.
3. Evidence synthesis of discipline knowledge and vocabulary to describe the application of specialised technical skills and devices.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of execution of a wide range of techniques and devices and/or lack of evidence of demonstration of technical proficiency, professionalism and creative engagement.
2. Lack of evidence of selecting or omitting appropriate technical devices relevant to stylistic conventions in a self-directed and professional manner.
3. Lack of evidence of synthesis of discipline knowledge and vocabulary to describe the application of specialised technical skills and devices.

# Summative assessment

## Suggested summative assessment methods

Learners should produce a portfolio of work demonstrating a range of technical concepts that highlight the core aspects of the unit. The types of evidence produced for the portfolio will be dependent on the learner's chosen discipline and might include video or audio recordings, photographs, screenshots etc.

The evidence should include:

- Evidence of the execution of a wide range of techniques and devices
- Demonstration of technical proficiency, professionalism and creative engagement
- Evidence of selecting or omitting appropriate technical devices relevant to stylistic conventions in a self-directed and professional manner
- A written or recorded description of the application of specialised technical skills and devices that demonstrates synthesis of discipline knowledge and vocabulary

# Suggested unit content

The skills explored in this unit will be dependent on the chosen discipline, however underpinning skills to promote and facilitate an independent approach should be explored. These might include:

- Research skills
- Critical analysis
- Self-reflection
- Giving and responding to feedback
- Target setting
- Documenting progress
- Creative thinking
- Problem solving

Throughout the unit, learners will be expected to maintain a self-directed, consistent and strategic approach to studying. They will develop a balanced and holistic appreciation for their practical and theoretical development as a creative artist, engaging with micro and macro level concepts in detail.

The unit will include opportunities for learners to develop the following skills and technical knowledge:

- Identifying and applying advanced concepts, technical vocabulary and devices
- Concepts designed to introduce layers of subtlety and nuance into creative work
- Methods for modifying or subverting conventional technical approaches to meet original creative aims
- Cognitive and analytical skills for researching artists, repertoire and advanced theory relevant to the field

## Glossary

Accomplished	Work is consistently effective, engaging and demonstrates a consistently high level of skill
Assured	An authoritative and confident application of skills and knowledge to respond to broadly defined, complex problems
Comprehensive	Covering all relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy; the work demonstrates an understanding of different approaches or perspectives
Creative	The work is approached with imagination and careful consideration and responds to complex problems
Demonstrate	Display advanced skills, knowledge and understanding within creative work or tasks
Describe	Thoroughly discuss the components of the work, demonstrating an informed approach that utilises knowledge and research
Effective	Work is well-considered and applies relevant skills and/or knowledge to respond to complex problems; work is finished to a very good standard
Innovative	Highly creative and original approach to the work is demonstrated and responds to broadly defined, complex problems
Outstanding	Work is complex and ambitious in intent, varied, finished to an excellent standard and clearly informed by research and development
Secure	An effective application of skills and knowledge to respond to complex problems
Sustained	Work is consistently comprehensive, effective and engaging
Thorough	A thoughtful and well-considered approach, covering all relevant points and applying relevant research and understanding
Well-developed	Relevant, carefully designed and well-defined; work is effective and demonstrates a high level of skill



# Career Development

**Unit code: CI-502**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim

The aim of this unit is to allow learners to plan their development within the creative industries and contextualise this knowledge back into their own practice. The unit suits individual consultation and feedback on both career planning and evidence of implementing a plan.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Create an action plan for career development that sets goals and targets.
2. Produce a portfolio of evidence that demonstrates the implementation of an action plan to develop their career towards a defined goal.
3. Critically evaluate and reflect on the evidence created within the context of a development plan.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Create a comprehensive and rigorous action plan that demonstrates outstanding awareness of timescale, achievability and goal setting. The plan will be based on an comprehensive level of research and understanding in relation to their own career and its subsequent development over a specified period of time.
2. Create an accomplished portfolio of evidence, supported by comprehensive research, that demonstrates the implementation of the plan over a specified period of time and maps against their own criteria for development.
3. Undertake a comprehensive critical evaluation and reflect on the evidence created within the context of the development plan, evidencing insightful analysis, supported by a comprehensive understanding of relevant research.

### Merit

To achieve a Merit, learners will:

1. Create a thorough and detailed action plan that demonstrates effective awareness of timescale, achievability and goal setting. The plan will be based on detailed research and understanding in relation to their own career and its subsequent development over a specified period of time.
2. Create a well-developed portfolio of evidence, supported by detailed research, that demonstrates the implementation of the plan over a specified period of time and maps against their own criteria for development.

3. Critically evaluate and reflect clearly and in detail on the evidence created within the context of the development plan, evidencing thoughtful analysis, supported by an effective understanding of relevant research.

### **Pass**

To achieve a Pass, learners will:

1. Create an action plan that demonstrates awareness of timescale, achievability and goal setting. The plan will be based on research and understanding in relation to their own career and its subsequent development over a specified period of time.
2. Create a portfolio of evidence that demonstrates the implementation of the plan over a specified period of time and maps against their own criteria for development.
3. Critically evaluate and reflect on the evidence created within the context of the development plan, evidencing analysis, supported by an understanding of relevant research.

### **Unclassified**

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of creating an action plan that demonstrates awareness of timescale, achievability and goal setting, and/or lack of evidence of the plan being based on research and understanding in relation to their own career and its subsequent development over a specified period of time.
2. Lack of evidence of creating a portfolio of evidence that demonstrates the implementation of the plan over a specified period of time and maps against their own criteria for development.
3. Lack of evidence of a critical evaluation of the evidence created within the context of the development plan, evidencing analysis, supported by an understanding of relevant research.

## **Summative assessment**

### **Suggested summative assessment methods**

Learners should develop an action plan for their own career development and demonstrate the implementation of the plan towards a defined goal, the nature of which is flexible and can vary according to specialism. In critically evaluating their development plan, learners should reflect on feedback received throughout the process and how they applied it in their development.

The evidence submitted should include:

- Career development plan, supported by evidence and critical evaluation of implementing the plan over a period of time (evidence of the work undertaken might include video or audio recordings, photographs, screenshots etc).

## Suggested unit content

Learners will need to undertake practical tasks relevant to their chosen discipline throughout this unit to facilitate opportunities for feedback and development.

The unit will include opportunities for learners to develop the following skills and knowledge:

- Research skills
- Understanding of the marketplace they intend to enter
- Skills analysis
- Planning
- Time management
- Self-reflection
- Goal setting
- Responding to feedback
- Applying feedback
- Documenting progress
- Critical evaluation

The following elements may be useful to focus on during career planning:

- Image and identity
- Contextual understanding
- Creative output
- Experience
- Products
- Market awareness
- Fanbase
- Client relationships
- Industry awareness

# Glossary

Accomplished	Work is consistently effective, engaging and demonstrates a consistently high level of skill
Clear	Complex and non-routine information and ideas are communicated with clarity and precision and with an understanding of context
Comprehensive	Covering all relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy; the work demonstrates an understanding of different approaches or perspectives
Create	Produce original material for a defined end use, demonstrating practical, theoretical or technical knowledge and understanding broadly defined, complex and non-routine subjects
Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives and relevant research; judgments are supported by evidence
Demonstrate	Display advanced skills, knowledge and understanding within creative work or tasks
Detailed	Covering most of the relevant information and ideas, and the relationships between these, with close attention; the work demonstrates some understanding of different approaches or perspectives
Effective	Work is well-considered and applies relevant skills and/or knowledge to respond to complex problems; work is finished to a very good standard
Innovative	Highly creative and original approach to the work is demonstrated and responds to broadly defined, complex problems
Insightful	Consistently identifying and understanding the most important and relevant details of a subject and communicating them clearly and directly; the work demonstrates understanding of complex contexts.
Outstanding	Work is complex and ambitious in intent, varied, finished to an excellent standard and clearly informed by research and development
Rigorous	A consistently thoughtful and thorough approach, covering all relevant points with sustained attention to detail
Thorough	A thoughtful and well-considered approach, covering all relevant points and applying relevant research and understanding
Thoughtful	Identifying and understanding important and relevant details of a subject and communicating them clearly. The work demonstrates consideration of complex contexts
Well-developed	Relevant, carefully designed and well-defined. Work is effective and demonstrates a high level of skill

# Collaborative Project

**Unit code: CI-503**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim

In this unit learners will demonstrate their contribution to planning, designing and developing a group project. During their career, most creative artists are likely to have a variety of roles in collaborative projects, as such being able to plan and execute a group project is a key skill to master. Being part of a collaborative team requires an awareness of the individual role and how it contributes to the overall group, working with others to construct and deliver a coherent and balanced project.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Plan, design and develop a group project on a chosen theme.
2. Utilise technical skills to execute a group project.
3. Critically evaluate the success of a collaborative project with an understanding of the impact of their role within the group.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Evidence a comprehensive and assured knowledge and understanding of the stylistic direction chosen, giving a comprehensive and rigorous explanation of the rationale and theme for the project and an insightful and mature account of their role in the preparation and planning.
2. Demonstrate accomplished and sustained technical skills required for the role throughout the project, evidencing accomplished teamwork skills.
3. Provide a comprehensive critical evaluation on the success of the project, their role in it, and their technical strengths and areas for development.

### Merit

To achieve a Merit, learners will:

1. Evidence a detailed and secure knowledge and understanding of the stylistic direction chosen, giving a clear and detailed explanation of the rationale and theme for the project and a thorough account of their role in the preparation and planning.
2. Demonstrate well-developed and secure technical skills required for the role throughout the project, evidencing well-developed teamwork skills.
3. Provide a clear and detailed critical evaluation on the success of the project, their role in it, and their technical strengths and areas for development.

## Pass

To achieve a Pass, learners will:

1. Evidence knowledge and understanding of the stylistic direction chosen, explaining the rationale and theme for the project and an account of their role in the preparation and planning.
2. Demonstrate technical skills required for the role throughout the project, evidencing teamwork skills.
3. Critically evaluate the success of the project, their role in it, and their technical strengths and areas for development.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge and understanding of the stylistic direction chosen, explaining the rationale and theme for the project and an account of their role in the preparation and planning.
2. Lack of evidence of demonstrating technical skills required for the role throughout the project, and/or lack of evidence of teamwork skills.
3. Lack of evidence of a critical evaluation of the success of the project, their role in it, and their technical strengths and areas for development.

# Summative assessment

## Suggested summative assessment methods

Learners should plan, produce and evaluate a project for the creative industries within a group context. Learners should supply evidence which shows their contribution to the project.

The types of evidence produced in this unit will be dependent on the learner's chosen discipline. However, this should include:

- An essay or presentation that details:
  - The context of the project and stylistic direction chosen
  - An explanation of the rationale and theme behind the project
  - A plan that details the tasks required for successful completion of the project, including deadlines and the roles assigned
  - An explanation of the preparation undertaken for the project and their own role within this
- Evidence of the project that demonstrates technical skills applied to the project and evidence of teamwork skills (this might include video or audio recordings, photographs, screenshots etc)
- A critical evaluation of the project (either written or a recorded discussion)

## Suggested unit content

The unit will include opportunities for learners to develop their own skills and technical knowledge, as well as skills for working in teams such as:

- Leadership and facilitation skills
- Motivating others
- Active listening
- Giving and receiving feedback

The practical elements explored in this unit will be dependent on the chosen discipline, however underpinning skills to promote and facilitate an independent approach should be explored. The unit will include opportunities for learners to develop the following skills:

- Research skills
- Project planning
- Critical analysis
- Self-reflection
- Creative thinking
- Problem solving
- Critical evaluation
- Responding to feedback
- Applying feedback
- Documenting progress

# Glossary

Accomplished	Work is consistently effective, engaging and demonstrates a consistently high level of skill
Assured	An authoritative and confident application of skills and knowledge to respond to broadly defined, complex problems
Clear	Complex and non-routine information and ideas are communicated with clarity and precision and with an understanding of context
Comprehensive	Covering all relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy; the work demonstrates an understanding of different approaches or perspectives
Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives and relevant research; judgments are supported by evidence
Demonstrate	Display advanced skills, knowledge and understanding within creative work or tasks
Detailed	Covering most of the relevant information and ideas, and the relationships between these, with close attention; the work demonstrates some understanding of different approaches or perspectives
Explain	Provide an account of the processes and concepts, demonstrating knowledge and understanding of the subject matter and its context
Insightful	Consistently identifying and understanding the most important and relevant details of a subject and communicating them clearly and directly; the work demonstrates understanding of complex contexts.
Mature	Thoughtful and objective approach to a subject, demonstrating analysis and application of advanced skills and knowledge
Rigorous	A consistently thoughtful and thorough approach, covering all relevant points with sustained attention to detail
Secure	An effective application of skills and knowledge to respond to complex problems
Sustained	Work is consistently comprehensive, effective and engaging
Thorough	A thoughtful and well-considered approach, covering all relevant points and applying relevant research and understanding
Well-developed	Relevant, carefully designed and well-defined; work is effective and demonstrates a high level of skill



# Industry Showcase

**Unit code: CI-504**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit provides an opportunity for learners to demonstrate the totality of their skills and knowledge in their chosen discipline within the creative industries, embodying their unique style. Learners will assume responsibility for all creative and administrative aspects of their work, demonstrating a strategic approach for both practice and research.

## Learning outcomes

**Learners will be able to:**

1. Showcase creative work that demonstrates knowledge and skills as appropriate for the discipline at a professional level.
2. Demonstrate a distinct creative identity through interpretive insight, personal expression and creativity in the creative work.
3. Critically evaluate the creation and execution of creative work that showcases their knowledge and skills.

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Evidence comprehensive knowledge and accomplished execution of a wide range of techniques, demonstrating outstanding technical proficiency and professionalism.
2. Evidence outstanding synthesis of discipline knowledge and vocabulary in creative practice, utilising an innovative range of methods and techniques appropriate to the individual's creative identity.
3. Provide a comprehensive and rigorous critical evaluation and analysis of the creation and execution of the work, supported by an comprehensive understanding of relevant research.

### **Merit**

To achieve a Merit, learners will:

1. Evidence thorough knowledge and effective execution of a wide range of techniques, demonstrating well-developed technical proficiency and professionalism.
2. Evidence well-developed synthesis of discipline knowledge and vocabulary in creative practice, utilising a thorough range of methods and techniques appropriate to the individual's creative identity.
3. Provide a thorough and detailed critical evaluation and analysis of the creation and execution of the work, supported by a clear understanding of relevant research.

## Pass

To achieve a Pass, learners will:

1. Evidence knowledge and execution of a wide range of techniques, demonstrating technical proficiency and professionalism.
2. Evidence synthesis of discipline knowledge and vocabulary in creative practice, utilising a range of methods and techniques appropriate to the individual's creative identity.
3. Provide a critical evaluation and analysis of the creation and execution of the work, supported by an understanding of relevant research.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge and execution of a wide range of techniques and/or lack of evidence of technical proficiency and professionalism.
2. Lack of evidence of synthesis of discipline knowledge and vocabulary in creative practice and/or lack of evidence of utilising a range of methods and techniques appropriate to the individual's creative identity.
3. Lack of evidence of a critical evaluation and analysis of the creation and execution of the work, and/or lack of evidence of an understanding of relevant research.

# Summative assessment

## Suggested summative assessment methods

Learners should create and evaluate a showcase of their creative work. The types of evidence produced in this unit will be dependent on the learner's chosen discipline. However, this should include:

- Evidence of the creative work (this might include video or audio recordings, photographs, screenshots etc) that demonstrates:
  - Knowledge and execution of a wide range of techniques
  - Technical proficiency and professionalism
  - Synthesis of discipline knowledge and vocabulary
  - A range of methods and techniques appropriate to the individual's creative identity
- A critical evaluation of the work (either written or a recorded discussion) that reflects on the creative processes behind the work and the work itself

# Suggested unit content

The practical elements explored in this unit will be dependent on the chosen discipline, however underpinning skills to promote and facilitate an independent approach should be explored.

The unit will include opportunities for learners to develop the following skills and knowledge:

- Understanding of their own creative identity
- Industry awareness
- Critical analysis
- Self-reflection
- Research skills
- Project planning
- Creative thinking
- Problem solving
- Critical evaluation
- Responding to feedback

- Applying feedback
- Tracking progress

## Glossary

Accomplished	Work is consistently effective, engaging and demonstrates a consistently high level of skill
Clear	Complex and non-routine information and ideas are communicated with clarity and precision and with an understanding of context
Comprehensive	Covering all relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy; the work demonstrates an understanding of different approaches or perspectives
Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives and relevant research; judgments are supported by evidence
Demonstrate	Display advanced skills, knowledge and understanding within creative work or tasks
Detailed	Covering most of the relevant information and ideas, and the relationships between these, with close attention; the work demonstrates some understanding of different approaches or perspectives
Effective	Work is well-considered and applies relevant skills and/or knowledge to respond to complex problems; work is finished to a very good standard
Innovative	Highly creative and original approach to the work is demonstrated and responds to broadly defined, complex problems
Outstanding	Work is complex and ambitious in intent, varied, finished to an excellent standard and clearly informed by research and development
Rigorous	A consistently thoughtful and thorough approach, covering all relevant points with sustained attention to detail
Thorough	A thoughtful and well-considered approach, covering all relevant points and applying relevant research and understanding
Well-developed	Relevant, carefully designed and well-defined; work is effective and demonstrates a high level of skill

# Self-Care for Creative Professionals

**Unit code: CI-505**

**Level 4**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit enables learners to critically evaluate the impact of working life in the creative arts on their physical and mental health, developing strategies to manage their health and well-being. Creative arts can be stressful on the body and mind, and practitioners should have an understanding of how to manage their health and well-being.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Research methods and strategies for managing health and well-being.
2. Assess their own health and care needs.
3. Link research to their own health and care needs, applying techniques and synthesising approaches.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Demonstrate a mature, insightful and rigorous approach to researching potential physical and mental impacts on creative practitioners and ways in which health and care can be managed.
2. Carry out a comprehensive and mature assessment of their own health and care needs, insightfully relating these to their understanding of the wider industry.
3. Make rigorous and insightful decisions about ways in which they can manage their own health and care needs, comprehensively informed by relevant research.

### Merit

To achieve a Merit, learners will:

1. Demonstrate a thoughtful and detailed approach to researching potential physical and mental impacts on creative practitioners and ways in which health and care can be managed.
2. Carry out a detailed and thorough assessment of their own health and care needs, thoughtfully relating these to their understanding of the wider industry.
3. Make thoughtful decisions about ways in which they can manage their own health and care needs, clearly informed by relevant research.

## Pass

To achieve a Pass, learners will:

1. Research potential physical and mental impacts on creative practitioners and ways in which health and care can be managed.
2. Carry out an assessment of their own health and care needs.
3. Make decisions about ways in which they can manage their own health and care needs, informed by relevant research.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of researching potential physical and mental impacts on creative practitioners and ways in which health and care can be managed.
2. Lack of evidence of carrying out an assessment of their own health and care needs.
3. Lack of evidence of making decisions about ways in which they can manage their own health and care needs, informed by relevant research.

# Summative assessment

## Suggested summative assessment methods

Learners should review literature related to the risks and impacts on the health and well-being of those working in the creative industries, and provide a critical evaluation of how these can be related to their own situation. Learners should then develop a personal self-care plan relevant to their creative career, which demonstrates understanding of the research and how to apply it to their own needs.

The evidence submitted may be written or presented and should include:

- Research into managing health and well-being for creative arts practitioners
- Assessment of personal health and care needs
- Personal self-care plan

# Suggested unit content

The mental and physical impacts on creative practitioners vary dependent on the discipline or area they are working in. However, areas that learners may wish to explore include:

- Strategies for improving and maintaining fitness
- Strategies for managing stress
- The challenges and implications of working as a self-employed practitioner
- Eating a balanced diet and keeping hydrated
- Getting enough sleep and rest
- What to do in the case of injuries and accidents

Underpinning skills and knowledge to promote and facilitate an independent approach should also be explored.

These should include:

- Industry awareness
- Research skills
- Critical analysis
- Self-reflection
- Target setting
- Planning
- Critical thinking

- Problem solving
- Critical evaluation

## Glossary

Assess	Evaluate the strengths, challenges and areas for development of skills, concepts, research or ideas
Clear	Complex and non-routine information and ideas are communicated with clarity and precision and with an understanding of context
Comprehensive	Covering all relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy; the work demonstrates an understanding of different approaches or perspectives
Demonstrate	Display advanced skills, knowledge and understanding within creative work or tasks
Detailed	Covering most of the relevant information and ideas, and the relationships between these, with close attention; the work demonstrates some understanding of different approaches or perspectives
Insightful	Consistently identifying and understanding the most important and relevant details of a subject and communicating them clearly and directly; the work demonstrates understanding of complex contexts.
Mature	Thoughtful and objective approach to a subject, demonstrating analysis and application of advanced skills and knowledge
Rigorous	A consistently thoughtful and thorough approach, covering all relevant points with sustained attention to detail
Thoughtful	Identifying and understanding important and relevant details of a subject and communicating them clearly; the work demonstrates consideration of complex contexts
Thorough	A thoughtful and well-considered approach, covering all relevant points and applying relevant research and understanding

# Portfolio Career Development

**Unit code: CI-506**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit focuses on the application of specialist and supplementary skills towards a range of scenarios within the creative industries. Learners will compile a range of creative output, reflective of the portfolio working style of the modern creative professional – this could include performance, composition, management, design, cross-media collaboration, consultancy and teaching.

## Learning outcomes

**Through completion of this unit, learners will be able to:**

1. Identify and critically analyse the elements which make up a portfolio career.
2. Create a range of contrasting creative work that demonstrates the breadth of their chosen discipline.
3. Assess variables and critically evaluate their experiences managing a portfolio career.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Articulate comprehensive knowledge of roles in a creative portfolio career, critically analysing relevant conventions in relation to wider business contexts with a rigorous understanding of the key functions and influences on contemporary practice.
2. Demonstrate comprehensive knowledge and accomplished execution of a wide range of creative work, demonstrating outstanding technical proficiency and professionalism.
3. Provide a rigorous and insightful critical evaluation of their ability to manage a portfolio career.

### Merit

To achieve a Merit, learners will:

1. Articulate clear and detailed knowledge of roles in a creative portfolio career, critically analysing relevant conventions in relation to wider business contexts with a thorough understanding of the key functions and influences on contemporary practice.
2. Demonstrate thorough knowledge and effective execution of a wide range of creative work, demonstrating well-developed technical proficiency and professionalism.
3. Provide a clear and detailed critical evaluation of their ability to plan and manage a portfolio career.

## Pass

To achieve a Pass, learners will:

1. Articulate knowledge of roles in a creative portfolio career, critically analysing relevant conventions in relation to wider business contexts with an understanding of the key functions and influences on contemporary practice.
2. Demonstrate knowledge and execution of a wide range of creative work, demonstrating technical proficiency and professionalism.
3. Critically evaluate their ability to plan and manage a portfolio career.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge of roles in a creative portfolio career and/or lack of evidence of critically analysing relevant conventions in relation to wider business contexts with an understanding of key functions and influences on contemporary practice.
2. Lack of evidence of demonstrating knowledge and execution of a wide range of creative work and/or lack of evidence of the work demonstrating technical proficiency and professionalism.
3. Lack of evidence of a critical evaluation of their ability to plan and manage a portfolio career.

# Summative assessment

## Suggested summative assessment methods

Learners should conduct research into creative portfolio careers, critically analysing a wide range of different roles, conventions and business contexts. They should present a varied portfolio of creative works, congruent with their skill set, critically evaluating the elements that make up the portfolio and assessing their use in the learner's suggested portfolio career.

The evidence submitted should include:

- Research on relevant roles in a creative portfolio career and analysis of the conventions relating to these (this could be written or presented)
- Creative work that reflects the range required for a portfolio career (evidence of the work might include video or audio recordings, photographs, screenshots etc)
- A critical evaluation (either written or a recorded discussion) of their ability to plan and manage a portfolio career

# Suggested unit content

This unit requires learners to work independently to develop an understanding of the industry that they intend to enter and how they can maximise their own commercial potential. The practical elements explored in this unit will be dependent on the chosen discipline, however underpinning skills to promote and facilitate an independent approach should be explored. The unit requires learners to develop the following skills and knowledge:

- Understanding of their own creative identity
- Research skills
- Industry awareness
- Market awareness
- Critical analysis
- Self-reflection
- Project planning
- Creative thinking



- Problem solving
- Responding to feedback
- Applying feedback
- Tracking progress
- Critical evaluation

## Glossary

Accomplished	Work is consistently effective, engaging and demonstrates a consistently high level of skill
Clear	Complex and non-routine information and ideas are communicated with clarity and precision and with an understanding of context
Comprehensive	Covering all relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy; the work demonstrates an understanding of different approaches or perspectives
Critically analyse	Carefully analyse a subject, exploring relevant theories and concepts, and different perspectives and approaches; opinions and judgments are supported by evidence
Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives and relevant research; judgments are supported by evidence
Demonstrate	Display advanced skills, knowledge and understanding within creative work or tasks
Detailed	Covering most of the relevant information and ideas, and the relationships between these, with close attention; the work demonstrates some understanding of different approaches or perspectives
Effective	Work is well-considered and applies relevant skills and/or knowledge to respond to complex problems; work is finished to a very good standard.
Insightful	Consistently identifying and understanding the most important and relevant details of a subject and communicating them clearly and directly; the work demonstrates understanding of complex contexts.
Outstanding	Work is complex and ambitious in intent, varied, finished to an excellent standard and clearly informed by research and development
Rigorous	A consistently thoughtful and thorough approach, covering all relevant points with sustained attention to detail
Thorough	A thoughtful and well-considered approach, covering all relevant points and applying relevant research and understanding
Well-developed	Relevant, carefully designed and well-defined; work is effective and demonstrates a high level of skill.

# Teaching in Practice

**Unit code: CI-507**

**Level 5**

**TQT: 200**

**GLH: 100**

## Unit aim

This unit provides an opportunity for learners to demonstrate the totality of their skills and knowledge in their teaching practice within the creative industries. Learners will assume responsibility for the planning and delivery of lessons, demonstrating a strategic approach that draws upon research of methods and techniques.

## Learning outcomes

### Learners will be able to:

1. Plan and deliver lessons within a scheme of work that demonstrates knowledge and skills.
2. Demonstrate implementation of relevant teaching methods and techniques that are appropriate for the discipline and level of the learner/s.
3. Critically evaluate the planning, delivery and application of methods and techniques for the lessons delivered.

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Evidence comprehensive knowledge and accomplished execution of a wide range of planning and teaching skills, demonstrating outstanding technical proficiency and professionalism.
2. Evidence outstanding synthesis of discipline knowledge and vocabulary in teaching practice, utilising an innovative range of methods and techniques appropriate to the discipline and level of the learner/s.
3. Provide a comprehensive and rigorous critical evaluation and analysis of the planning and execution of the lessons, supported by a comprehensive understanding of relevant research.

### Merit

To achieve a Merit, learners will:

1. Evidence thorough knowledge and effective execution of a wide range of planning and teaching skills, demonstrating well-developed technical proficiency and professionalism.
2. Evidence well-developed synthesis of discipline knowledge and vocabulary in teaching practice, utilising a thorough range of methods and techniques appropriate to the discipline and level of the learner/s.
3. Provide a thorough and detailed critical evaluation and analysis of the planning and execution of the lessons, supported by a clear understanding of relevant research.

## Pass

To achieve a Pass, learners will:

1. Evidence knowledge and execution of a wide range of planning and teaching skills, demonstrating technical proficiency and professionalism.
2. Evidence synthesis of discipline knowledge and vocabulary in teaching practice, utilising a range of methods and techniques appropriate to the discipline and level of the learner/s.
3. Provide a critical evaluation and analysis of the planning and execution of the lessons, supported by an understanding of relevant research.

## Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of knowledge and execution of a wide range of planning and teaching skills, demonstrating technical proficiency and professionalism.
2. Lack of evidence of synthesis of discipline knowledge and vocabulary in teaching practice, utilising a range of methods and techniques appropriate to the discipline and level of the learner/s.
3. Lack of evidence of a critical evaluation and analysis of the planning and execution of the lessons, supported by an understanding of relevant research.

# Summative assessment

## Suggested summative assessment methods

Learners should plan, deliver and evaluate lessons within a scheme of work. The types of evidence produced in this unit will be dependent on the learner's chosen planning and delivery methods. However, this should include:

- Evidence of planning and delivery (this will likely include lesson plans within a scheme of work and video evidence of the delivery) that demonstrates:
  - Knowledge and execution of a wide range of planning and teaching skills
  - Technical proficiency and professionalism
  - Synthesis of discipline knowledge and vocabulary in their teaching practice
  - A range of methods and techniques appropriate to the discipline and level of learner/s
- A critical evaluation of the planning and execution of the lessons (either written or a recorded discussion) that is supported by an understanding of relevant research. It would be beneficial to undertake the critical evaluation throughout the planning and delivery process to support further planning and delivery, as well as undertaking a summative evaluation upon completion.

# Suggested unit content

The practical elements explored in this unit will be dependent on the chosen discipline for teaching, however underpinning skills to promote and facilitate an independent approach to teaching practice should be explored.

The unit will include opportunities for learners to develop the following skills and knowledge:

- Understanding of their identity as a teacher
- Industry awareness
- Critical analysis
- Self-reflection
- Research skills
- Planning
- Creative thinking
- Problem solving

- Critical evaluation
- Giving and responding to feedback
- Applying feedback
- Tracking progress (both their own and their learners')

## Glossary

Accomplished	Work is consistently effective, engaging and demonstrates a consistently high level of skill
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Critically evaluate	Carefully evaluate work, considering strengths, challenges and areas for development, utilising feedback from a range of perspectives and relevant research; judgments are supported by evidence
Demonstrate	Display advanced skills, knowledge and understanding within creative work or tasks
Detailed	Covering most of the relevant information and ideas, and the relationships between these, with close attention; the work demonstrates some understanding of different approaches or perspectives
Effective	Work is well-considered and applies relevant skills and/or knowledge to respond to complex problems; work is finished to a very good standard
Innovative	Highly creative and original approach to the work is demonstrated and responds to broadly defined, complex problems
Outstanding	Work is complex and ambitious in intent, varied, finished to an excellent standard and clearly informed by research and development
Rigorous	A consistently thoughtful and thorough approach, covering all relevant points with sustained attention to detail
Thorough	A thoughtful and well-considered approach, covering all relevant points and applying relevant research and understanding
Well-developed	Relevant, carefully designed and well-defined; work is effective and demonstrates a high level of skill