

**RSL VOCATIONAL QUALIFICATIONS**  
**CENTRE HANDBOOK**  
**2023/24**



## Document Change History

This is version 4 of the RSL Vocational Qualifications Centre Handbook. This version replaces all previous ones. It is each centre’s responsibility to ensure that all staff involved in the provision of RSL qualifications and/or assessments familiarise themselves with this version of the document. This document is subject to revision and is maintained electronically. New sections are identified as NEW and updated sections are identified as UPDATED.

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## RSL Vocational Qualifications Centre Handbook

### Purpose

This handbook is designed to act as a reference manual for the delivery of RSL Vocational Qualifications (VQ). It is intended to provide advice and guidance for centres starting to deliver RSL qualifications and to aid centres throughout delivery. It will support the administration and delivery of assessment and internal verification.

There are several 'how to' guides (referred to as HTG throughout this document) that cover different aspects of delivering RSL qualifications in more detail, from administrative functions such as using the RSL administration site to writing policy documents and submitting a sample for moderation. These are available from the [Help and Support](#) section of the RSL administration site and have been linked to throughout this handbook. Appendix 1 at the end of this handbook contains links to the how to guides and other key documents.

Supporting policies are available on our website:  
<https://www.rslawards.com/policies-regulations/>

## Centre Assessment Standards Scrutiny (CASS)<sup>UPDATE</sup>

Centre Assessment Standards Scrutiny (CASS) is a term to cover the arrangements awarding organisations (AOs) must have in place to scrutinise assessment judgements made by schools, colleges and training providers (centres) offering their qualifications.

This handbook includes updates to ensure centres are compliant with CASS. The basis of CASS is a rating process. RSL will be using the terminology 'Qualification Monitoring' and this will apply to each qualification suite delivered in the centre (e.g., Music Practitioner). The monitoring levels are:

- Low Monitoring
- Standard Monitoring
- Enhanced Monitoring

The purpose of CASS is to ensure centres who need a high level of support receive it (for example, brand new centres or centres who have struggled historically), whereas centres with a proven track record are subject to a different level of support.

## Centre Responsibilities

### What is a centre?

A centre is defined as “an organisation undertaking the delivery of vocational training and assessment (and potentially other activities) to learners on behalf of an awarding organisation. Centres are typically educational institutions, training providers or employers”.<sup>1</sup>

RSL vocational centres carry out several assessment activities within the centre and RSL externally moderate these to ensure that standards are met. Some vocational centres also put on external assessment activities on behalf of RSL as part of their provision.

### Centre Approval and Agreement

All centres are required to gain centre approval and have in place a signed centre agreement prior to the delivery of any teaching or assessment of the RSL qualification specifications. Centres are required to abide by the centre agreement issued at the point at which they have been granted approval.

### Centre Quality Representative

All centres are required to have a quality representative (QR), who is the main point of contact between RSL and the centre, as well as holding responsibility for the quality assurance of the qualification. The QR’s contact details must be kept up to date to ensure the centre is receiving information from RSL. If the QR changes, it is the centre’s responsibility to ensure they contact RSL with the details of the new QR.

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<sup>1</sup> Conditions of Recognition (published by Ofqual, June 2016)

## Centre Administration

### Centre Agreement

Delivering RSL vocational qualifications is subject to the RSL Centre Agreement. Upon approval, the centre agreement is issued to new centres. The centre agreement is to be signed by an authorised representative of the centre and to be returned to RSL. Failure to do so does not imply that the centre is not bound by the terms of the centre agreement. Delivering RSL vocational qualifications and engaging with RSL's systems and processes is subject to the terms of the centre agreement and is interpreted as Acceptance by Conduct.

### Finance

Approval as a centre and delivery of RSL vocational qualifications is subject to the following categories of fees:

- Centre approval fees
- Annual centre fees
- Learner registration (qualification) fees
- Additional administration and support fees

We will invoice learner registration fees and annual centre fees when centres have registered learners. Administration and additional fees will be invoiced when they are incurred.

Invoices are generated through the RSL administration site and the QR will receive an email notification when a new invoice has been raised. To ensure that only the most up to date version of an invoice is accessed, it will need to be downloaded as a pdf from the system. The QR is responsible for ensuring that the person or department within the centre responsible for accounts payable receives the invoice and actions the payment. RSL reserve the right to charge late payment interest at 8% plus the Bank of England base rate if payment is not settled within 30 days.

If a member of the finance team would like to access the invoices directly, they will need to go to [cloud.rslawards.com/create-account](https://cloud.rslawards.com/create-account) and create an account and then email this to [vocational@rslawards.com](mailto:vocational@rslawards.com) and we can link them to the centre on the system. Note that once the account has been created, they will not be able to view the centre until we have linked the account. Do not add them as a Tutor as the Tutor account does not have the access to see invoices.

### Change of Details

Ensure that RSL are advised of any changes to centre details as soon as possible. Any change that materially affects the way in which the centre operates needs to be notified in writing. There is a selection of forms on our website, including a Change of Address and Merger Confirmation Form. Complete the appropriate form and return to [vocational@rslawards.com](mailto:vocational@rslawards.com).

## The RSL Administration Site

The RSL administration site is the online system for all RSL administrative processes. The site can be accessed via the main RSL website or through this link: [cloud.rslawards.com](https://cloud.rslawards.com). The administrative processes conducted through this site include:

- Submission of all centre documentation for quality assurance purposes, including documentation for centre visits
- Submission of a sample of internally assessed work for moderation
- Submission of all learner work and associated documents for controlled external assessment
- The release of controlled external assessment briefs for the current academic year
- The release of grades for the controlled external assessment
- Registration of learners on the correct qualification
- Input of grades for internally assessed units

Each centre has their own area within the site which they need a login to access. The senior quality assurer (SQA) and external quality assurer (EQA) allocated to a centre also has access to the centre's page and will use this to provide feedback at all points in the moderation process.

[How to use the RSL Administration site](#) covers all processes on the system apart from registering learners. For details on learner registrations, refer to the [How to Manage Learner Registrations](#)

## Storage of Learner Work <sup>NEW</sup>

Centres must retain evidence of learner work for a minimum period of 6 months following certification of the learner, unless any other specific agreement has been made in writing with RSL.

Centres must retain 20% of all learner work, including a sample of each grade category, examples of each type of assessment method, examples covering each tutor/assessor and evidence of assessment and internal verification for a minimum of 5 years following certification.



## The Centre Approval Process

To deliver RSL vocational qualifications, a centre must be approved by RSL. The approval process ensures that centres have sufficient processes and procedures in place to ensure the rigour of the qualifications is not compromised.

Any centre wishing to be approved by RSL must complete the centre approval application form and submit this to RSL for consideration, along with all required supporting policy documentation.

A [VQ Centre Approval Application Pack](#) is available from [here](#). This pack includes an application form, a guidance document that outlines all processes involved in centre approval, a variety of 'how to' guides and template policies to support the application, and an example of a completed application form. Of particular use will be the 'RSL Centre Approval Guidance' document, which outlines everything needed for the process and includes a series of FAQs.

On receipt of the application, RSL will endeavour to process and respond within 28 working days and may request further documentation to evidence the prerequisite conditions detailed in the guidance document. Centres that are new to vocational education may require a mandatory centre visit.

Once approval has been given, the centre will receive an electronic centre agreement which will need to be signed and returned to us. Centres are not approved without this document. Once the centre agreement has been returned, a formal letter confirming approval will be sent to the centre. The centre will also receive an invoice for a centre approval fee. Fees can be found on our website [here](#)

## Maintaining Centre Approval

Once approved, centres are required to:

- Nominate a quality representative (QR) as the main point of contact for all communication to the centre and inform RSL if this position holder changes throughout the course of delivery.
- Keep all centre policies and procedures up to date through a process of regular review. An annual cycle is recommended as good practice.
- Comply with RSL's policies and procedures for the moderation of centres throughout the academic year. This will include:
  - Undertaking internal verification of assignment briefs
  - Undertaking regular sampling of learner's work on a regular basis, complying with the centre's quality assurance or internal verification strategy
  - Undertaking regular standardisation in line with centre strategy
  - Undertaking regular continuing professional development of assessors in the centre to maintain competence and vocational knowledge
  - Providing evidence of all verification activities
- Provide RSL access to the centre and centre documentation as requested for centre visits.
- Comply with all activities as outlined in the key dates calendar and by the deadlines given.
- Maintain adequate records of:
  - Registrations and certifications
  - Complaints and appeals
  - Reasonable adjustments and special considerations
  - Withdrawals
  - Progression routes of learners after undertaking RSL qualifications
- Provide learner work in line with the dates in the key dates calendar as appropriate.
- Ensure grades for the selected units are input in time for the moderation sample and all grades by the final deadline given in the key dates calendar.
- Undertake any actions required by RSL to ensure the quality of delivery.
- Register learners in a timely manner and in line with the key dates calendar.
- Keep RSL informed of any changes to the centre (staff, address, mergers etc).

- For Level 3 Performance Tables qualifications, centres will need to demonstrate evidence of employer involvement. This is included within the annual self-assessment review and as part of the centre visit and assignment brief monitoring.

### Conflicts of Interest

As an awarding organisation regulated by Ofqual, Qualifications Wales and CCEA, RSL must establish and maintain an up-to-date record of all conflicts of interest and monitor and manage these.

A conflict of interest exists in relation to an awarding organisation where:

- (a) Its interests in any activity undertaken by it, on its behalf or by a member of its group, have the potential to lead it to act contrary to its interests of the development, delivery and award of qualifications in accordance with the awarding organisation's conditions of recognition.
- (b) A person who is connected to the development, delivery or award of qualifications by the awarding organisation has interests in any other activity which have the potential to lead that person to act contrary to his or her interests in that development, delivery or award in accordance with the awarding organisation's conditions of recognition.
- (c) An informed and reasonable observer would conclude that either of these situations was the case.

It is the responsibility of all staff in a centre to declare all conflicts of interest. Any undeclared conflicts of interest and instances where assessment has taken place where a conflict of interest exists may be investigated in line with [RSL's VQ Malpractice Policy](#).

All conflicts of interest pertaining to the assessment of vocational qualifications must be declared to RSL. Everyone involved in the assessment process is responsible for declaring conflicts of interest. Where a centre can mitigate against a declared conflict of interest, the mitigation will be included in the declaration.

In instances where a centre cannot mitigate against a conflict of interest (for example, where the only qualified assessor and internal verifier available at a centre are related) the unresolved conflict will be declared to RSL, enabling us to decide to mitigate through the moderation processes.

Centres must either adopt the [RSL policy template for Conflicts of Interest](#), which can be found in the Help and Support section of the RSL administration site or provide their own conflicts of interest policy.

Centres are responsible for identifying and declaring conflicts of interest to RSL throughout the academic year by completing the template at the end of the policy and uploading the declaration to the RSL administration site. The heading 'Conflict of Interest Declaration'

should be used. A response from RSL with mitigations will be uploaded against it. Conflicts of interest will also be checked at the centre visit by the EQA.

### What might cause a centre to lose Centre Approval?

As an awarding organisation regulated by Ofqual, CCEA and Qualifications Wales, RSL is required to meet the General/Standard Conditions of Recognition. As part of our recognition, we must ensure that our approved centres take all reasonable steps to ensure that we are able to comply with these conditions of recognition.

RSL has an arrangement with each approved centre that centres will abide by the requirements for approval as laid out in this handbook and the centre agreement. RSL will monitor regularly that centres are complying with these requirements. RSL identifies issues with a specific centre through:

- Ongoing moderation
- External feedback received from regulators and/or external bodies
- External feedback from stakeholders

Should any centre be found, or suspected of, not complying with any of RSL's requirements relating to quality assurance or academic governance, RSL reserves the right to impose a range of sanctions on that centre. One of these sanctions may be the removal of centre approval, dependent on the severity of the non-compliance. Refer to the Policies and Regulations section of the main website for further information:

<https://www.rslawards.com/policies-regulations/> The most relevant policy for this instance is the [Sanctions Policy](#) and there are additional policies providing further guidance such as the [Malpractice policy](#).

### Adding Additional Qualifications for Approved Centres

If a centre is already approved to deliver RSL qualifications in one subject (e.g., music) and wishes to deliver another of our qualification suites (e.g., creative and performing arts) they will need to complete a [VQ Additional Qualifications Application Form](#). The form is available from the Policies and Regulations section of the main website.

The centre will be able to use the original policy documents from the original centre approval if they have not changed. The application form asks to identify appropriate staffing and resources. If this is successful, the centre will receive an official confirmation letter to deliver the additional qualifications.

If a centre wishes to add another qualification within a qualification suite (e.g., they already deliver Level 2 CMI and wish to add Level 3 CMI) they may not need to complete the additional qualification form, providing the staffing and resources are the same as on the qualification already delivered.

## Withdrawing Centre Approval

### Withdrawal by the Centre

If a centre no longer wishes to deliver RSL vocational qualifications and wishes to surrender the centre approval, it is required to notify RSL by submitting the completed [RSL VQ Centre Approval Withdrawal Form](#). For further details, refer to RSL's VQ Centre Withdrawal Policy, published at [rslawards.com/about-us/policies-regulations](https://rslawards.com/about-us/policies-regulations).

### Withdrawal by RSL

RSL reserves the right to withdraw centre approval and/or qualification approval as set out in the centre agreement. Following such a withdrawal, the centre can only resume delivery of RSL vocational qualifications subject to a new centre approval application and after new approval has been granted.

Centre approval will be withdrawn if the centre remains inactive for two years or more (that is, makes no new registrations and has no active learners on RSL programmes for two years).

## Communicating with RSL

If the answer to a centre's query cannot be found by talking to the allocated Senior Quality Assurer (SQA), in this handbook, or on our [Help and Support](#) page, we can be contacted via telephone or email. Our telephone number is 0345 460 4747 and our phone lines are open Monday to Friday 8.30am to 5pm.

To ensure that we can deal with queries as quickly as possible and that queries are received by the appropriate member of staff, note the following:

- Send all operational email queries to [vocational@rslawards.com](mailto:vocational@rslawards.com) rather than a specific member of staff. The VQ team direct emails to the correct person. If a member of staff is contacted directly, they may not be the best person to deal with the query and this may cause a delay in response.
- All queries related to quality assurance and the delivery of specific units should be directed to your centre's allocated Senior Quality Assurer (SQA) in the first instance. Please use the [vocational@rslawards.com](mailto:vocational@rslawards.com) email address and mark for the attention of SQA.
- Include as much detail as possible in the email, including the name of the centre. If the query refers to specific learners, include their full names so we can investigate the query. Avoid sending multiple emails as this causes an email backlog and delays response times.
- We can help with most administrative queries over the phone. If the query is more complex, it may need review and we will be unable to provide a solution over the phone. In these instances, we will ask for the query to be put in writing via email.
- We are unable to answer specification related queries over the telephone. All specification related queries should be sent via email and these will be reviewed by a subject specialist.
- Our response time for queries is 5 working days. We will always endeavour to respond more quickly but this may not always be possible, particularly at busy times of the year. If it will take longer than 5 working days, we will provide an update.

To make an appeal, complaint or application for special considerations, refer to the appropriate policies, which include contact information for where to send the application. Do not send this directly to one member of staff as they may not be the appropriate person to deal with the application. All our policies can be found from the main website: <https://www.rslawards.com/policies-regulations/>.

When we send out communications to all centres, we will email all members of staff with accounts on the RSL Administration Site. Any emails will come from the [vocational@rslawards.com](mailto:vocational@rslawards.com) email address using Mailchimp. To avoid emails going to junk mail, we recommend adding the RSL email address to the email contact list. If we need to contact a centre directly, we will contact only the QR for the centre.

## Support for Centres UPDATED

RSL is committed to providing support for its centres from the point at which they receive approval to deliver RSL vocational qualifications.

The support offered includes:

- Syllabus documents and unit specifications
- An allocated senior quality assurer (SQA)
- [Help and Support page](#)
- [‘How to’ guides](#)
- CPD Sessions

Each internally assessed unit specification has advice and suggested ideas for delivery. The syllabus document contains advice on pathways and overall planning.

## Senior Quality Assurers (SQAs) & External Quality Assurers (EQAs) UPDATED

There are two roles that cover quality assurance procedures at RSL:

### Senior Quality Assurer (SQA)

- Each centre with learners registered for the current academic year is allocated a senior quality assurer (SQA) for the entirety of the academic year. This is a subject specialist who is the first point of contact for subject specific and quality assurance queries
- The SQA will introduce themselves to your centre via email and can be contacted via the [vocational@rslawards.com](mailto:vocational@rslawards.com) email address.
- For centres delivering controlled external assessment, the centre’s SQA will *not* be the person responsible for assessing the learner work. This would be considered a conflict of interest.
- SQAs are also unable to answer specific questions about controlled external assessment due to the method of assessment

### External Quality Assurer (EQA)

- External Quality Assurer’s (EQAs) are not assigned to a centre for the whole academic year in the same way as SQAs are. They are assigned to complete the following quality assurance activities from the key dates calendar:
  - Annual centre visit
  - Moderation of assessment decisions

For moderation, an EQA will be allocated at the beginning of the sampling window. They will contact your centre to establish when moderation will be conducted within the window and be your point of contact through the process.

## Help and Support Page

All resources can be found in a 'Help and Support' section of the RSL administration site: [cloud.rslawards.com/secure/vocational/help-and-support](https://cloud.rslawards.com/secure/vocational/help-and-support)

The current content of the Help and Support page includes [how to guides](#), [key documents/forms](#), [exemplars](#), [templates](#), videos from [CPD events held since 2019](#) and [standardisation materials](#). We continually add to the content available from this page in order to support centres in delivering our vocational qualifications.

## How to Guides

How to guides available to centres include administrative processes such as registrations, guidance for assessment, policy and procedure and quality assurance. Visit the [How to Guides](#) section of the cloud site for the full list.

## Key Documents/Forms

This section contains administrative forms, including changes to learner registrations and certificate replacement forms.

## Templates

This section includes templates which centres can adapt, including an assessment and IV plan template, assignment brief template and a template for feedback.



## Planning for Delivery of RSL Qualifications

### Key Dates Calendar <sup>UPDATED</sup>

The RSL key dates calendar outlines all processes which need to be met by centres to successfully deliver RSL qualifications. The key dates calendar is updated each academic year and is available on our website [here](#) and from the [Help and Support](#) section of the RSL administration site.

There are two versions of the key dates calendar: [Performance Tables](#) and [Non-Performance Tables](#). If you are delivering the versions of the qualifications which do not count towards performance tables from 23/24 but have external assessment, use the performance tables calendar.

The key dates calendar is purposefully structured as a tick list to allow the key dates to be ticked off throughout the academic year.

When planning delivery, centres need to take the key dates into account. For example, sufficient internally assessed units need to be completed by the date for moderation. The final date for inputting grades is the date at which all final grades need to be input, so all assessment, resubmission attempts and internal verification will need to take place prior to this date to ensure the grades can be entered by the deadline.

We recommend centres print and/or save a copy of the key dates calendar to refer to regularly. If dates change during the academic year, an email will be sent to the centre's quality representative.

### Tips for Key Dates Calendar Submissions

The key dates calendar must be adhered to by every centre, annually. If dates are missed without sufficient reasoning, an investigation may be conducted into the centre.

The key dates calendar may include new tasks annually, based on Ofqual / CCEA / Qualifications Wales' direction or a change to process. Read the most up-to-date version carefully — do not make assumptions based on previous year's key dates.

Use the headings indicated for each task when uploading documents. If the incorrect heading is used, the document may be missed and your centre may risk being noted as non-compliant with the key dates calendar.

At the start of the year, we recommend discussing with your team who is responsible for each of the key dates. It is very easy to assume somebody else has completed a task, especially when everyone is busy. This is particularly important where more than one qualification suite is delivered within a centre.

## Centre Roles

Each centre will need to demonstrate that there are appropriate staffing levels available within the centre which will include:

- At least one assessor
- At least one internal verifier
- At least one exams officer
- A nominated quality representative

If a centre is a one-person department, an appropriately qualified internal verifier could be found within another department within the centre. If this is not possible, then an arrangement could be created with a local centre also delivering RSL qualifications.

Each centre must nominate a quality representative (QR) as the main point of contact with RSL once approved.

Quality representative, assessor and internal verifier roles are outlined in the next pages.

## Quality Representative

Has responsibility for managing the assessment and quality assurance processes at the centre

The main contact with RSL

Oversees the quality assurance activities and adherence to RSL policies and procedures

Liaises with RSL on all issues, including registration, certification, assessment, quality assurance and the external quality assurance of work

Co-ordinates assessment arrangements for both internally and externally assessed units, including allocation of tutors and internal verifiers

Monitors progress of all learners on the qualification

Maintains up-to-date records of sampling activity and ensures that these are available for the purposes of external quality assurance

Ensures that any remedial actions required by RSL are implemented within agreed timescales

Takes responsibility for overall monitoring of internal verification and assessment practice in the centre

Signs and supplies RSL with the Annual Self Assessment Review

## Assessor

Designs, adapts and delivers assessment materials such as assignment briefs

Makes judgements about a learner's performance in relation to the assessment and grading criteria in accordance with the centre's assessment plan

Maintains an appropriate audit trail for the delivery, judgement and feedback in relation to RSL standards

Maintains an accurate record of learner achievement

Manages the resubmission and resits in relation to their learners

Assessors and learners must confirm in writing that the evidence presented is authentic and that the assessment was conducted in accordance with the assessment requirements of the qualification — this could be a signed learner declaration

Centres are required to ensure that assessors have subject expertise and are suitably qualified

Attends periodic standardisation meetings convened by the centre to improve practice and discuss standardisation of judgements

## Internal Verifier

Supplies all documentary evidence required for assuring RSL's requirements for academic governance as stated in the RSL Vocational Qualifications Centre Handbook

Regularly samples evidence of assessment decisions made by all assessors across all aspects of VQ assessment to monitor and ensures consistency in the interpretation and application of standards

Maintains up-to-date records of sampling activity and ensures that these are available for the purposes of external quality assurance

Establishes procedures to develop a common interpretation of the assessment and grading criteria between assessors

Monitors and supports the work of assessors within the centre

Facilitates appropriate staff development and training for assessors

Provides feedback to RSL external quality assurers on the effectiveness of assessment

Ensures that any remedial actions required by RSL are implemented within agreed timescales

Internal verifiers may not internally verify evidence they have assessed and must be familiar with the content of RSL vocational qualifications and their delivery as well as subject specific knowledge

Initial FAQs **UPDATED**

**1. Where can we find the specifications for RSL qualifications?**

All qualifications can be found on the main website:

[rslawards.com/vocational/vocational-syllabus](https://www.rslawards.com/vocational/vocational-syllabus). Note that there are performance tables qualifications and non-performance tables qualifications. There are significant differences between the two so make sure you select the correct one for your application.

**2. What is the difference between Performance Table and Non-Performance Table qualifications?**

Performance tables qualifications are qualifications that count on the DfE performance tables. They involve at least one unit of external assessment, set and assessed by RSL. These courses are predominantly run in schools and colleges where performance tables qualifications can be counted towards DfE performance measures for the centre. From the 2023/24 assessment year, Performance Tables qualifications are currently only available at Level 3.

Centre can continue to deliver the qualifications at Level 1 and 2 that no longer count towards performance tables but we would recommend looking at alternatives such as our Creative Music Industry qualifications which are entirely internally assessed.

Non-performance tables qualifications do not feature on DfE performance tables and as such do not include external assessment. All units of non-performance table qualifications are internally assessed. These qualifications are predominantly run in colleges and training providers where DfE performance measures for the centre are not required.

**3. Where can we find the Qualification Number (QAN)?**

All our qualification titles and QANs are available at the end of this handbook.

**4. Where can we find information about key processes for running RSL qualifications?**

Our key dates calendar is a comprehensive overview of the processes needed over the academic year. The calendar for the current academic year can be downloaded from: <https://www.rslawards.com/vocational-qualifications-dates-fees/>. Our Vocational Qualifications Centre Handbook is also a comprehensive resource.

**5. How do we find out how many UCAS points the qualifications carry?**

All our Level 3 Music Practitioner, Creative and Performing Arts, Creative Music Industry and Creative and Digital Media qualifications carry UCAS points. You can find the information on the UCAS website and on our website here: <https://www.rslawards.com/music-exams-ucas-points/>

**6. What are our options if our centre does not conform to a traditional academic model (e.g., short courses)?**

Refer to our [Non-Standard Academic Year Guidance](#) and [application form](#) (see below).

## Non-Standard Academic Year Delivery

RSL is aware that not all centres which deliver its qualifications work to a standard UK academic calendar of September to July, and that providers which deliver qualifications outside the academic year model often have several cohorts throughout the academic year.

To ensure centres who deliver this model can deliver RSL qualifications, we have devised a process for centres to identify how they intend to run their provision.

There are certain stipulations to be eligible for this mode of delivery:

- The courses delivered can only be non-performance tables qualifications; performance tables qualifications are not eligible for this mode of delivery
- Guided learning hours (GLH) must be adhered to
- Appropriate quality assurance and planning documentation must be provided for each cohort
- All cohorts will be subject to moderation

For more detail on the non-standard academic year delivery model, refer to the Non-Standard Academic Year Guidance Policy available via <https://www.rslawards.com/policies-regulations/>.

## Employer Involvement

As a requirement placed upon centres and awarding organisations by the Department for Education (DfE), RSL Level 3 Tech Level qualifications require centres to demonstrate significant employer involvement in the delivery.

The DfE have said they understand that there may be parts of industry where employer involvement may not be possible due to public health restrictions. Their guidance states that centres should seek credible alternatives to satisfy the need for employer involvement, to make sure students and other learners continue to have the opportunity to acquire the skills and knowledge that would normally acquire through these activities. If you are unable to provide employer involvement opportunities, let us know as soon as possible.

While it is not mandatory to evidence employer involvement for technical qualifications at Level 1 and 2, it is considered good practice.

For more details about employer involvement, refer to the HTG: [How to Demonstrate Employer Involvement](#).

## Registering Learners

Our [Registration and Certification Policy](#) details all aspects of registration and certification for RSL qualifications. The policy can be found on our website:

<https://www.rslawards.com/policies-regulations/> It is vital that centres familiarise themselves with the RSL policy as different awarding organisations have different rules.

Once approved, centres can register learners for the approved qualification(s). It is vital that centres register learners on the correct qualifications at the start of the academic year and by the deadline date specified in the key dates calendar, which is published on our website:

<https://www.rslawards.com/vocational-qualifications-dates-fees/> This page also contains fees for the current academic year. Registrations made after the published date will be subject to a late registration fee.

For details about how to make registrations, refer to the HTG: [Managing Learner Registrations](#).

For more details regarding specifics of registrations, refer to the [RSL VQ Registration and Certification Policy](#).



## Centre Visits <sup>UPDATED</sup>

Centre visits play a fundamental role in ensuring that centres continue to deliver quality provision and RSL can support staff within a centre to deliver high standard learning experiences. Centre visits are part of the RSL commitment to developing its centres as well as being crucial to resolving issues of non-compliance. A centre visit is designed to be a supportive activity in which we explore ways to improve how qualifications are delivered and managed.

An External Quality Assurer (EQA) will visit the centre annually to review the way in which RSL qualifications are planned and delivered. This will include reviewing policies, procedure, assessment and quality assurance activities.

As part of the CASS process, there are three possible types of centre visit. Each type of visit will have its own agenda and report form. The three types of visits are:

**1) New centre visit**

A visit (approximately 3.5 hours), for centres who are new to RSL in the current academic year

**2) Monitoring centre visit**

A centre visit (approximately 3 hours) which focuses on delivery and development of good practice within the centre. In addition, the visit should be used to review the key activities of the year to ensure ongoing compliance

**3) Enhanced centre visit**

A centre visit (approximately 3.5 hours) which covers the same content as the monitoring visit with additional focus on areas that have flagged the centre as 'enhanced'. The purpose of the visit is to ensure centres understand everything they need to successfully deliver RSL qualifications and address any areas where there are problems with a view to moving the centre towards 'standard' monitoring levels.

At the beginning of October, centres will be allocated a Qualification Monitoring Level (QML) based on their activity in the previous year, any risks identified by head office, and the outcome of the centre's self-assessment review. This will be communicated to centres by the EQA when they make initial contact in October to arrange the visit. The QML determines which of the above centre visits will be carried out.

Up to two working days prior to the confirmed date, a centre visit can be cancelled and rearranged for a later date. If the visit is cancelled with less than two working days' notice, or if the centre is unable to facilitate the visit as agreed, a late cancellation fee of £100 will be incurred by the centre.

For more details about the specifics of centre visits, refer to the HTG: [Planning and Running a Centre Visit](#).

## Internal Assessment

Internal assessment is a form of assessment in which the centre takes responsibility for setting the assignment through the writing of an assignment brief, marking and internally verifying the work submitted by learners. This form of assessment needs to be taken under specified conditions. Assessment should be a separate process to teaching and learning.

A sample of internally assessed work is subject to moderation by RSL to certificate learners.

For more details about the specifics of conducting internal assessment, refer to HTG: [Conducting Internal Assessment](#).

### Use of Artificial Intelligence (AI) <sup>NEW</sup>

Concerns have been raised about the rise of artificial intelligence (AI) tools, such as ChatGPT, and their impact on learner work. We will provide more guidance but the key consideration is that centres apply their usual plagiarism policies when marking and internally verifying learner coursework.

We would recommend centres implement a plagiarism detection tool, such as Turnitin, to help assist with this.

### Resubmission of internally assessed units <sup>NEW</sup>

Learners must be offered a resubmission opportunity for each internally assessed unit. The resubmission should be completed in a timely manner to ensure the learner has the best opportunity to improve their grade. If a resubmission attempt was not offered or taken up in the first year of a two-year course, it can be given in the following academic year. This would be at the discretion of the teacher and if deemed appropriate.

If the learner has already taken a resubmission opportunity and wants to resubmit the unit at a later stage in the course to improve their grade, this is permitted but they must retake the whole unit to a new assignment brief. This would be at the discretion of the teacher who is confident the learner can achieve an improved grade. There must also be sufficient time available to retake the unit without impacting achievement in other units.

Retakes must be included in the assessment and IV plan for the year. There is no cap on the number of learners who may be offered a retake.

If a retake opportunity is given, centres should contact us prior to the moderation deadline to ensure we have full information about units available for moderation. If we are not contacted until the grading deadline, the unit could be subject to moderation at a charge to the centre.

The unit could be selected as part of the moderation sample for the current year, even if moderated in the previous year.

## Internal Verification

### What is Internal Verification? UPDATED

Internal verification is an essential part of the delivery and assessment of vocational qualifications. Without an appropriate internal verification process and at least one dedicated internal verifier (who is separate from the assessor) vocational qualifications cannot be conducted.

Internal verification refers to the quality assurance of assignment briefs and assessment decisions as well as the standardisation and, in some cases, continuous professional development (CPD) of staff. Internal verification ensures the accuracy and consistency of assessment decisions between assessors and ensures that assessors are consistent in their interpretation and application of the standards of each accredited qualification.

The internal verifier acts as an auditor and reviews the audit trail from assessment planning to the final assessment decision on each unit. They are concerned with checking that the assessor has tested the validity, reliability, currency, sufficiency and authenticity of the evidence presented against the standards as a measure of quality assurance. Internal verification must be completed for both the initial submission of learner evidence and the resubmission.

In this way the internal verifier can highlight assessors' need for support and identify good and bad assessment practice, which can be used in subsequent standardisation procedures, professional development, further visits or professional discussion. It should also be noted that this process needs to identify other possible issues which may arise such as plagiarism, slow progress etc.

For more details about the specifics of conducting internal verification, refer to the HTG: [Conducting Internal Verification of Vocational Qualifications.](#)

## Moderation

As well as the quality processes which must be undertaken in the first academic term, there will be one moderation window (specific dates as per the key dates calendar). This moderation window is concerned with how internal assessment and internal verification are conducted within the centre and is separate to external assessment.

A summative sample of internally assessed learner work and internal verification documentation must be provided for moderation. There are slight differences between performance tables and non-performance tables qualifications. For more details about the specifics of the moderation process and the sampling methodology, refer to the [Moderation HTG](#)

### Moderation in 2023/24<sup>UPDATED</sup>

Moderation, in line with the CASS process:

- For the 2023/24 assessment year, Standard and Enhanced sample sizes do not apply, all centres will be sampled based on one set sample size. The sample size matrices for all qualifications can be downloaded via <https://www.rslawards.com/centre-handbook-moderation-information/>.
- Sampling is to be based on cohorts. Learners are to be registered to cohorts by your centre at the beginning of the academic year through the 'Cohorts' tool on the cloud.rslawards.com site.
- At the start of the summative moderation window, you will be allocated an External Quality Assurer (EQA) who will agree a date for when sampling will take place for each cohort. These agreed dates are then submitted by your centre to the 'Sampling Dates' section of the cloud.rslawards.com site.
- The allocated EQA will be responsible for moderating the centre's sample and sharing feedback on the moderation.
- All queries regarding the delivery of qualifications are to be referred to your centre's allocated Senior Quality Assurer (SQA).

## Controlled External Assessment (Performance Table Qualifications Only)

### What is Controlled External Assessment?

Controlled external assessment is a form of assessment in which question papers, assignments and tasks are specified by RSL in controlled external assessment briefs. Centres with learners registered on the externally assessed unit can download these briefs on the date in the key dates calendar.

Controlled external assessment briefs are created by RSL, not written within the centre. Learners are asked to respond to a brief with a specific context, over a mandated period to test their newly acquired knowledge and skills.

The tasks are conducted under RSL specified controlled conditions within the centre. The work is uploaded onto the RSL administration site ([cloud.rslawards.com](https://cloud.rslawards.com)) by the published deadline and the marking of this work undertaken by RSL external assessors. The work is not assessed or internally verified within the centre.

Controlled external assessment does not include moderation or verification of centre-based assessment undertaken by RSL.

For identification of externally assessed units, refer to the syllabus documents.

### Guidance from RSL

Due to the nature of external assessment, RSL cannot provide specific guidance on the context of the controlled externally assessed brief or the appropriateness of the individual learner work. If we were to give advice about the content of the briefs or how individual learners can access criteria, this would be advantaging some learners over others.

If there is a recurring confusion over a particular issue, guidance will be issued from head office to clarify this so that all learners have the same information.

Alongside the controlled external assessment briefs, centres will be able to download a 'Tutor Guidance' document, which gives unit-specific guidance and outlines all processes associated with running the controlled external assessment. Due to the controls surrounding live assessment materials, these will only be available to centres completing the controlled external assessment in the current academic year. For centres who are not delivering in the current year but wish to see the requirements, the previous year's briefs and exemplars are available via the [Exemplars](#) section of the Help and Support page.

## Resits

When a learner does not achieve a Pass grade for one or more learning outcomes within an externally assessed unit, they are permitted to resit the Unclassified learning outcomes within the same academic year in which they sat the controlled external assessment

In exceptional circumstances, learners who did not take up the resit opportunity during their time at their centre may be offered an opportunity to resit outside the programme time in the following academic year.

## Retake

Following guidance from the Department for Education (DfE), there is an additional retake opportunity for Level 3 learners only.

For detailed information about resits and retakes, including retake eligibility, refer to the VQ Resit and Retake Policy, available on our website: [rslawards.com/about-us/policies-regulations](https://rslawards.com/about-us/policies-regulations).

## Cybersecurity <sup>NEW</sup>

Given the increasing reliance on technology, it is crucial that centres have mitigations in place to reduce the risk of cyber-attacks.

It is difficult to give specific guidance given the variety in centre types and resources available in each centre.

RSL recommend reviewing the JCQ guidance for centres which can be found here - [https://www.jcq.org.uk/wp-content/uploads/2023/11/Guidance-for-centres-on-cyber-security\\_23\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/11/Guidance-for-centres-on-cyber-security_23_FINAL.pdf)

We also recommend using the National Cyber Security Centre website which can be found here - <https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools> and <https://www.ncsc.gov.uk/section/information-for/small-medium-sized-organisations>

## Certification and Accuracy of Grade Input Declaration

### Grading Deadline

The key dates calendar identifies a date for a grading deadline for all completed internally assessed units results to be input into the RSL administration site ([cloud.rslawards.com](https://cloud.rslawards.com)). Certification cannot take place if grades have not been input into the site. We recommend inputting grades throughout the academic year when units are completed so that the workload is spread throughout the academic year. If the grading deadline is missed, certification cannot be guaranteed in line with the key dates calendar.

Centres must complete and submit an 'Accuracy of Grade Input Declaration,' as identified in the key dates calendar. For more details, refer to the relevant key dates calendar.

### Assessment Committee

The RSL Assessment Committee is responsible for ensuring the safety of certification. The RSL Assessment Committee ratifies the results for all learners who have completed a vocational qualification.

### Validating Qualifications and Certification

Qualifications are validated following the assessment board ratification. Validated registrations can be viewed via the RSL administration site on the date in the key dates calendar.

### Partial Achievement / Unit Certification

If there are learners who have achieved units but not enough GLH/TQT to achieve the qualification registered on, they may be eligible for unit certification or partial achievement. Both partial achievement and unit certification are reliant on a successful moderation having been completed in the academic year.

For more details about the RSL Assessment Committee, validation and certification, and partial achievement / unit certification, refer to the VQ Registration and Certification Policy, available on our website: [rslawards.com/about-us/policies-regulations](https://rslawards.com/about-us/policies-regulations).



## Reasonable Adjustments and Special Considerations

### Reasonable Adjustments

A reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessment.

Reasonable adjustments must not affect the integrity of the assessment, but may involve:

- Making changes for individuals to the standard assessment arrangements, for example allowing learners extra time to complete the assessment
- Adapting assessment materials, such as providing materials in Braille for those with visual impairments
- Providing access facilitators during assessment, such as a sign language interpreter or a reader
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner

It is the centre's responsibility to ensure that all learners can access assessment. To this end centres are required to have a policy and procedure for reasonable adjustments made for both internal assessment and external assessment.

### Special Considerations

Special considerations are different to reasonable adjustments as they apply to a temporary illness or adverse circumstance that could affect the learner's performance. Special considerations must be applied for and granted by RSL.

Special considerations must be made prior to the end of the controlled external assessment window. The centre will need to provide sufficient information to RSL about the disability, illness and or other circumstance, which will allow RSL to decide how to process the application. Centres will also need to provide what special consideration is required (i.e., extra time).

RSL will consider applications for special considerations based on the information provided on a case-by-case basis.

For more detail, refer to the RSL Reasonable Adjustments and Special Considerations policy and Special Considerations Application Form, available on our website:

[rslawards.com/about-us/policies-regulations](https://rslawards.com/about-us/policies-regulations).

## Appeals

Centres need to have in place their own policy and procedure to be able to deal with appeals from learners against internal assessment, verification or standardisation. Should an appeal be made about internal assessment or verification procedures this will be referred by RSL back to the centre.

For more detail, refer to the [RSL VQ Complaints, Enquiries and Appeals Policy](#), available on our website: [rslawards.com/about-us/policies-regulations](https://rslawards.com/about-us/policies-regulations).

## Complaints

RSL takes all enquiries and complaints seriously. We are committed to continuous quality improvement and in meeting the expectations of our centres and their learners as well as the requirements set by our regulators. We investigate all complaints in line with the [RSL Complaints Policy](#).

## Glossary of Vocational Qualifications Terminology

General	
Vocational Qualifications (VQs)	Qualifications that are designed to prepare learners to work in a specific industry. The qualifications are predominantly internally assessed and quality assured within the centre. There is external assessment for performance tables qualifications. Both non-performance and performance tables qualifications are subject to moderation.
Performance Tables Qualifications	Qualifications that count towards the DfE's performance tables, often delivered by schools. There is at least one unit of controlled external assessment and the rest of the qualification is internally assessed.
Non-Performance Tables Qualifications	Qualifications that do not count towards the DfE's performance tables, often delivered by FE colleges and training providers. There is no controlled external assessment and all units are assessed internally.
Key Dates calendar	The calendar provided annually by RSL that outlines the key tasks that need to be completed throughout the academic year to ensure centres can be certificated and when they need to be completed. The key dates calendar can be found on our main website and in the <a href="#">'Key Forms/Documents'</a> section of the Help and Support page.
Annual Self-Assessment Review	A web form that needs to be completed annually by the quality representative for the centre, reflecting on the centre's previous performance and updating details for the current academic year.
Recognition of Prior Learning (RPL)	RPL is defined as an opportunity for learners to present performance or accredited knowledge evidence that comes from a period prior to their registration. This is evidence of earlier learning and achievement towards part of a qualification. For example, if a learner has started a vocational qualification elsewhere (a BTEC, or the first year of a different RSL qualification etc) and wishes to transfer their previous progress.
Centre Assessment Standards Scrutiny (CASS)	A process which covers the arrangements awarding organisations must have in place to scrutinise assessment judgements made by schools, colleges and training providers (centres) offering their qualifications.

<b>Specifications</b>	
Syllabus Document	The documents produced by RSL for each qualification. These show the units available, the combinations in which they can be taken for each pathway and how grades are calculated.
Guided Learning Hours (GLH)	The number of hours the learner spends being taught or supervised, rather than studying alone.
Total Qualification Time (TQT)	The number of guided learning hours plus an estimate of the number of hours a learner will spend on activities outside of the classroom, such as preparation.
Unit	Vocational qualifications are comprised of several units. Each unit covers a distinct area of competence and can be certified separately as a certificate of unit credit.
Unit Specification	The document containing information about the specified unit. Each unit has its own unit specification that contains the aims of the unit, learning outcomes, assessment and grading criteria, and guidance on the delivery and assessment of the unit.
Core Unit	Units that are mandated as needing to be passed to achieve the qualification. The core units will vary depending on the qualification and pathway chosen.
Optional Unit	Units that make up the rest of the qualification, which are open to the centre to choose. A sufficient number of GLH/TQT must be attained to achieve the overall qualification. For some qualifications optional units are pathway-specific, so the units selected must be available for the chosen pathway.
Optional Skills Unit	Versions of optional units with planning/pre-production elements removed and a focus on practical skills. A skill unit carries 2/3 of the GLH/TQT value of the full optional unit.
Unit Combinations	The units that make up the entire qualification must include the specified core units and enough optional units to achieve the overall GLH/TQT.
Learning Outcomes (LOs)	The skills and knowledge that a student will be able to demonstrate on completion of a unit.
Assessment Criteria (ACs)	A set of criteria showing what a learner must evidence to meet the learning outcomes. For RSL qualifications, all the assessment criteria must be met for a learner to pass a unit.
Grading Criteria	Descriptors that measure the level of competence shown in the assessment. For RSL qualifications, all assessment criteria must

	be met first before then applying the grading criteria to determine the overall grade.
Recommended Evidence	Some unit documents include a recommended evidence section. This is the amount of evidence RSL recommends is produced to achieve the unit.

<b>Registering Learners</b>	
Learner Registrations	Learners must be registered on the RSL system to the qualification they are studying.
Qualification Title	The official title given by RSL to a qualification. For example, Level 2 Certificate in Performance for Music Practitioners.
Qualification Number (QAN)	This is the number that identifies the version of the qualification to enrol on.
Cohorts	Previously called qualification programmes. In the RSL system, a cohort must be created to enrol the learner on to. This can be named anything your centre wishes. Cohorts help distinguish between different groups studying the qualifications, which helps with moderation.
Assessment Year	The year in which summative assessment takes place for each unit. This is not necessarily the year of certification, particularly if the qualification takes place over two years.

<b>Staff Roles in Centre</b>	
Quality Representative (QR)	The main point of contact between RSL and the centre. These contact details must be kept up to date. All communication from RSL will be sent to this person and they must take responsibility for disseminating information to the appropriate staff members.
Assessor	The person(s) in the centre undertaking the assessment process. This often includes writing the assessment briefs and assessment and internal verification plan, as well as marking the work itself. The assessor and internal verifier cannot be the same person for the same unit.
Internal Verifier	The person(s) responsible for quality assuring assessment through internal verification of assessment decisions. The assessor and internal verifier cannot be the same person for the same unit.
Exams Officer	The person(s) responsible for making learner registrations.

<b>Staff Roles at RSL</b>	
Senior Quality Assurer (SQA)	A subject specialist assigned to your centre to support with quality assurance processes and questions about delivery.
External Quality Assurer (EQA)	A subject specialist assigned to your centre to conduct your centre visit and moderation of learner work. You may have one EQA who conducts both or a different EQA for each.
External Assessor	A subject specialist who conducts the assessment of the controlled external assessment. This will never be the SQA for your centre as this would represent a conflict of interest.

<b>Key Internal Processes</b>	
Internal Assessment	The process of making judgements against specified criteria to meet national standards of competence based on evidence produced by a learner. Internal assessment is conducted within the centre.
Resubmission	The opportunity given to learners to improve upon their first submission.
Internal Verification (IV)	The process of quality assurance within a centre, which requires an internal verifier to review a sample of marked learner work against the assessment and grading criteria. The internal verifier agrees or disagrees grades and provides

	feedback to the assessor. Internal verification must take place on the initial submission as well as resubmissions for each unit.
Internal Verification of Assessment Decisions	A document completed by the internal verifier, which outlines their internal verification decisions and feedback to the assessor for learner work. It will also include an action plan, where applicable.
Assignment Briefs	Assignment briefs written within the centre, or adapted from RSL exemplars, to provide a summative assessment of an individual unit. Assignment briefs demonstrate what the learners must do to achieve a unit.
Internal Verification of Assignment Briefs	A document completed by the internal verifier which outlines their internal verification decisions and feedback to the assessor for assignment briefs. It would also include an action plan where applicable.
Assessment and Internal Verification Plan	A written plan of how and when you intend to assess RSL qualifications, including choice of core units, optional units/pathways etc. It includes dates for assessment, internal verification and resubmissions.
Standardisation	Refers to the practice of forming an academic consensus among the staff who are assessing and internally verifying within the centre.
Learner Declarations	A declaration signed by a learner on submission of work to declare the work is their own. For internal submissions, centres can use their own template.
Feedback Sheets	A template completed by centres which outlines the grades achieved by the learner and provides feedback on their assessment.

<b>Certification</b>	
Validation	The process of validating that a centre can be certificated. This is dependent on sufficient completion of moderation.
Grading Deadline	The date identified in the key dates calendar as the latest date by which grades for internally assessed units can be submitted to RSL. The grades will be input into the RSL administration site.
Certificate	A document issued to an individual learner by an awarding organisation formally attesting to the attainment of a VQ.

Unit Certification	Where a learner has completed some units but not enough to achieve a whole qualification, unit certification can be given. This is recognition of the units achieved rather than a whole qualification.
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<b>Moderation</b>	
Sampling	The selection of units and learner work to provide a robust overview of the assessment and quality assurance processes within a centre.
Sample Size	The sample size refers to the number of units and the number of learners to be selected for a moderation sample. This depends on the size of qualification and the number of learners on the qualification.
Partial Sample	If learners are not certificating in the current academic year, a partial sample may be taken. This could mean looking at fewer units of work or assignment briefs, depending on what is available.
Summative Sample	A sample is selected of summative units, including resubmission attempts, and quality assurance paperwork. This is reviewed by your EQA and either signed off or a second sample selected.
Second Summative Sample	If the EQA cannot be confident that learners are being assessed to the national standard and/or confident that appropriate quality procedures are in place based on the sample provided, your centre will be required to produce a second sample.
Centre Visit	Each RSL centre is required to have an annual centre visit from an external quality assurer to check processes in place and provide support.
Enforced Centre Visit	A chargeable visit from RSL in response to an identified issue. Reasons for an enforced centre visit include malpractice investigations and still not meeting standards following a second sample for moderation.



<b>Controlled External Assessment</b>	
Controlled External Assessment	Generating work to a specified brief written by RSL. The work is conducted under controlled conditions by the centre and submitted to RSL for assessment.
Controlled External Assessment Brief	The brief written by RSL for controlled external assessment. This brief must be treated in the same way as an exam paper.
Learner Declarations	A declaration signed by a learner on submission of work to declare the work is their own. For controlled external assessment, a template is provided by RSL.
Controlled Assessment Logs	A log signed and submitted by the teacher to identify the number of hours spent on the controlled external assessment.
Controlled Conditions	The level of supervision under which learners must work to create evidence for controlled external assessment.
Resits	Where a learner has achieved an unclassified learning outcome, they are permitted to resit during the current academic year.
Special Considerations	Special considerations apply to a temporary illness or adverse circumstance that could affect the learner's performance. Special considerations are managed by RSL.
Reasonable Adjustments	Defined as an action that will reduce the effect of a disability or difficulty (e.g., dyslexia) that places the learner at a substantial disadvantage during assessment. Reasonable adjustments are managed within the centre.

## Appendix 1: Helpful Links

The below links will help you find key documentation for the delivery of RSL qualifications.

[Help and Support Site](#) (you will need to log in)

- [CPD resources and recordings](#)
- [Exemplar materials](#)
- [FAQs](#)
- [How to Guides](#)
- [Key Documents/Forms](#)
- [Templates](#)
- [Standardisation Materials](#)

[VQ Syllabuses](#)

[VQ Policies and Forms](#) (Make sure to scroll down the page to the heading VQ Policies)

[Key Dates calendars](#)

[Fees](#)

[UCAS points](#)



<b>Key</b>
Performance Table Quals
Non-Performance Tables Quals

## Appendix 2: Qualification Titles and QANs UPDATED

<b>Music Practitioner Qualifications</b>		
<b>Level</b>	<b>Qualification</b>	<b>QAN Code</b>
<b>1</b>	RSL Level 1 Certificate in Performance for Music Practitioners	603/3305/4
	RSL Level 1 Certificate in Technology and Composition for Music Practitioners	603/3306/6
	RSL Level 1 Award For Music Practitioners	601/7988/0
	RSL Level 1 Certificate in Business for Music Practitioners	600/6654/4
	RSL Level 1 Certificate For Music Practitioners	601/7995/8
	RSL Level 1 Extended Certificate For Music Practitioners	601/7993/4
	RSL Level 1 Diploma For Music Practitioners	601/7994/6
<b>2</b>	RSL Level 2 Certificate in Performance for Music Practitioners	603/3303/0
	RSL Level 2 Certificate in Technology and Composition for Music Practitioners	603/3304/2
	RSL Level 2 Award For Music Practitioners	601/7989/2
	RSL Level 2 Certificate in Business for Music Practitioners	600/6658/1
	RSL Level 2 Certificate For Music Practitioners	601/7990/9
	RSL Level 2 Extended Certificate For Music Practitioners	601/7991/0
	RSL Level 2 Diploma For Music Practitioners	601/7992/2
<b>3</b>	RSL Level 3 Subsidiary Diploma for Music Practitioners*	601/7691/X
	RSL Level 3 Extended Diploma For Music Practitioners*	601/7693/3
	RSL Level 3 Certificate For Music Practitioners	600/6607/6
	RSL Level 3 Extended Certificate For Music Practitioners	600/6611/8
	RSL Level 3 Subsidiary Diploma For Music Practitioners	600/6613/1
	RSL Level 3 Diploma For Music Practitioners	600/6609/X
	RSL Level 3 Extended Diploma For Music Practitioners	600/6612/X



Creative and Performing Arts Qualifications		
Level	Qualification	QAN Code
1	RSL Level 1 Certificate in Creative and Performing Arts	601/7679/9
	RSL Level 1 Certificate in Creative and Performing Arts	601/8613/6
	RSL Level 1 Extended Certificate in Creative and Performing Arts	601/8198/9
	RSL Level 2 Certificate in Creative and Performing Arts	601/7680/5
2	RSL Level 2 Certificate in Creative and Performing Arts	601/8614/8
	RSL Level 2 Extended Certificate in Creative and Performing Arts	601/8199/0
	RSL Level 2 Diploma in Creative and Performing Arts	601/8615/X
3	RSL Level 3 Diploma in Creative and Performing Arts*	601/7682/9
	RSL Level 3 Extended Diploma in Creative and Performing Arts*	601/7683/0
	RSL Level 3 Certificate in Creative and Performing Arts	601/8200/3
	RSL Level 3 Subsidiary Diploma in Creative and Performing Arts	603/6467/1
	RSL Level 3 Diploma in Creative and Performing Arts	601/8616/1
	RSL Level 3 Extended Certificate in Creative and Performing Arts	601/8201/5
	RSL Level 3 Extended Diploma in Creative and Performing Arts	601/8617/3

Creative Digital Media Qualifications		
Level	Qualification	QAN Code
1	RSL Level 1 Award in Creative Digital Media	603/4292/4
	RSL Level 1 Certificate in Creative Digital Media	603/4293/6
	RSL Level 1 Extended Certificate in Creative Digital Media	603/4294/8
2	RSL Level 2 Award in Creative Digital Media	603/4295/X
	RSL Level 2 Certificate in Creative Digital Media	603/4296/1
	RSL Level 2 Extended Certificate in Creative Digital Media	603/4297/3
	RSL Level 2 Diploma in Creative Digital Media	603/4298/5
3	RSL Level 3 Award in Creative Digital Media	603/4301/1
	RSL Level 3 Certificate in Creative Digital Media	603/4299/7
	RSL Level 3 Extended Certificate in Creative Digital Media	603/4300/X
	RSL Level 3 Subsidiary Diploma in Creative Digital Media	603/4302/3
	RSL Level 3 Diploma in Creative Digital Media	603/4303/5
	RSL Level 3 Extended Diploma in Creative Digital Media	603/4304/7



<b>Creative Music Industry Qualifications</b>		
<b>Level</b>	<b>Qualification</b>	<b>QAN Code</b>
<b>1</b>	RSL Level 1 Award in the Creative Music Industry	603/6426/9
	RSL Level 1 Certificate in the Creative Music Industry	603/6427/0
	RSL Level 1 Extended Certificate in the Creative Music Industry	603/6428/2
	RSL Level 1 Diploma in the Creative Music Industry	603/6429/4
<b>2</b>	RSL Level 2 Award in the Creative Music Industry	603/6430/0
	RSL Level 2 Certificate in the Creative Music Industry	603/6431/2
	RSL Level 2 Extended Certificate in the Creative Music Industry	603/6432/4
	RSL Level 2 Diploma in the Creative Music Industry	603/6433/6
<b>3</b>	RSL Level 3 Award in the Creative Music Industry	603/5393/4
	RSL Level 3 Certificate in the Creative Music Industry	603/5394/6
	RSL Level 3 Extended Certificate in the Creative Music Industry	603/5395/8
	RSL Level 3 Subsidiary Diploma in the Creative Music Industry	603/5396/X
	RSL Level 3 Diploma in the Creative Music Industry	603/5397/1
	RSL Level 3 Extended Diploma in the Creative Music Industry	603/5398/3

<b>Creative Practitioner Qualifications</b>		
<b>Level</b>	<b>Qualification</b>	<b>QAN Code</b>
<b>4</b>	RSL Level 4 Certificate for Creative Practitioners	601/4422/1
	RSL Level 4 Extended Certificate for Creative Practitioners	601/4595/X
	RSL Level 4 Diploma for Creative Practitioners	601/4247/9
	RSL Level 4 Extended Diploma for Creative Practitioners	601/4329/0

<b>Creative Industries Practitioners Qualifications</b>		
<b>Level</b>	<b>Qualification</b>	<b>QAN Code</b>
<b>3</b>	RSL Level 3 Subsidiary Diploma for Creative Industries Practitioners	603/6335/6
	RSL Level 3 Diploma for Creative Industries Practitioners	603/6341/1
	RSL Level 3 Extended Diploma for Creative Industries Practitioners	603/6342/3
<b>4</b>	RSL Level 4 Certificate for Creative Industries Practitioners	603/5924/9
	RSL Level 4 Diploma for Creative Industries Practitioners	603/5927/4
	RSL Level 4 Extended Certificate for Creative Industries Practitioners	603/5925/0
	RSL Level 4 Extended Diploma for Creative Industries Practitioners	603/5928/6
	RSL Level 4 Subsidiary Diploma for Creative Industries Practitioners	603/5926/2
<b>5</b>	RSL Level 5 Certificate for Creative Industries Practitioners	603/5929/8
	RSL Level 5 Diploma for Creative Industries Practitioners	603/5932/8
	RSL Level 5 Extended Certificate for Creative Industries Practitioners	603/5930/4
	RSL Level 5 Extended Diploma for Creative Industries Practitioners	603/5933/X
	RSL Level 5 Subsidiary Diploma for Creative Industries Practitioners	603/5931/6



### Creative Art & Design Qualifications

Level	Qualification	QAN Code
3	RSL Level 3 Award in Creative Art and Design	603/6472/5
	RSL Level 3 Certificate in Creative Art and Design	603/6474/9
	RSL Level 3 Extended Certificate in Creative Art and Design	603/6475/0
	RSL Level 3 Subsidiary Diploma in Creative Art and Design	603/6476/2
	RSL Level 3 Diploma in Creative Art and Design	603/6478/6
	RSL Level 3 Extended Diploma in Creative Art and Design	603/6479/8

### Maxcebo Holistic Wellbeing Qualifications

Level	Qualification	QAN Code
3	RSL Level 3 Certificate in Holistic Wellbeing	603/6758/1
	RSL Level 3 Diploma in Holistic Wellbeing	603/6759/3
4	RSL Level 4 Diploma in Holistic Wellbeing Coaching	603/7250/3