

# VQ VOCATIONAL QUALIFICATIONS

RSL LEVELS 1, 2 & 3 QUALIFICATIONS  
FOR MUSIC PRACTITIONERS  
(NON-PERFORMANCE TABLES)

**SYLLABUS DOCUMENT**





# **RSL Levels 1, 2 & 3 Qualifications for Music Practitioners (Non-performance Tables)**

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## Acknowledgements

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## QUALIFICATIONS AT A GLANCE

### MUSIC PRACTITIONERS QUALIFICATIONS AT LEVELS 1, 2 AND 3

#### QUALIFICATION STRUCTURE

QUALIFICATION TITLES	PATHWAYS (LEARNER CHOOSES ONE)	MINIMUM NO. OF CREDITS REQUIRED	GUIDED LEARNING HOURS	CORE UNITS
Level 1 Award for Music Practitioners	Performance Technology Business Composition	10	60	1
Level 1 Certificate for Music Practitioners		20	120	1
Level 1 Extended Certificate for Music Practitioners		30	180	1
Level 1 Diploma for Music Practitioners		80	480	1
Level 2 Award for Music Practitioners	Performance Technology Business Composition	10	60	1
Level 2 Certificate for Music Practitioners		20	120	1
Level 2 Extended Certificate for Music Practitioners		30	180	1
Level 2 Diploma for Music Practitioners		80	480	1
Level 3 Certificate for Music Practitioners	Performance Technology Business Composition	15	90	1
Level 3 Extended Certificate for Music Practitioners		35	210	1
Level 3 Subsidiary Diploma for Music Practitioners		90	540	1
Level 3 Diploma for Music Practitioners		120	720	1
Level 3 Extended Diploma for Music Practitioners		180	1080	1

\*For Performance Tables please see alternative syllabuses listed here <https://www.rslawards.com/vocational/syllabus>

## ASSESSMENT

### 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, and credit/TQT value, context, aims/purpose, skills development, unit content, learning outcomes (what has to be learnt), assessment criteria (evidence on which the learner is assessed), grading criteria (how the evidence will be graded), recommended evidence, suggested summative assessment methods, suggested delivery ideas and suggested activity ideas.
<b>Bands of Assessment</b>	<p>There are three bands of assessment (pass, merit and distinction) as well as an 'unclassified' band for each unit at Levels 1–3. Overall grades are banded pass, merit, distinction and unclassified at Levels 1 &amp; 2. At Level 3 overall grades also include distinction*.</p> <p>In order to achieve the minimum of a pass grade, learners must pass every individual assessment criterion within every learning outcome.</p>
<b>External Moderation</b>	External moderation of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling of learners' work. External moderators are appointed, trained and standardised by RSL.
<b>External Moderation of Internally Assessed Units</b>	External moderation of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling of learners' work. External moderators are appointed, trained and standardised by RSL.

## SECTION A: QUALIFICATION SUMMARY

### A.1 Aims and Broad Objectives

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

The broad objectives are:

- To focus delivery and assessment on practical music making, music production and development of music business skills through learner centred activity;
- To make the qualifications relevant to a wide variety of applications from FE provision through to schools, Creative Apprenticeships and e-learning, while ensuring appropriate academic options are available for certain types of HE progression;
- To embed transferable skills and functional skills into the qualifications.

### A.2 Rationale

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

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

### A.3 Certification Titles

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

- RSL Level 1 Award for Music Practitioners
- RSL Level 1 Certificate for Music Practitioners
- RSL Level 1 Extended Certificate for Music Practitioners
- RSL Level 1 Diploma for Music Practitioners
- RSL Level 2 Award for Music Practitioners
- RSL Level 2 Certificate for Music Practitioners
- RSL Level 2 Extended Certificate for Music Practitioners
- RSL Level 2 Diploma for Music Practitioners
- RSL Level 3 Certificate for Music Practitioners
- RSL Level 3 Extended Certificate for Music Practitioners
- RSL Level 3 Subsidiary Diploma for Music Practitioners
- RSL Level 3 Diploma for Music Practitioners
- RSL Level 3 Extended Diploma for Music Practitioners

## SECTION B: QUALIFICATION STRUCTURE

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

### B.1 Qualification Pathways

Learners choose to follow a specific pathway from the four pathways indicated below:

1. Performance
2. Technology
3. Business
4. Composition

At a particular level, they can accumulate credits within their chosen pathway to work towards an Award, Certificate, Extended Certificate or Diploma at Levels 1 & 2, or a Certificate, Extended Certificate, Subsidiary Diploma, Diploma or Extended Diploma at Level 3. The qualification awarded depends on the amount of credit accumulated.

The pathways are common to all three levels and there are elements of each to be found in all. For non-instrumentalists, the Technology and Business pathways provide a route towards working in the music industry.

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

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

The aim of the various pathways (Performance, Technology, Business, Composition) are to equip learners with various music industry relevant skills, ranging from basic knowledge at Level 1 through to nearing professional capacity at Level 3. The definition of each pathway is as follows:

#### PERFORMANCE

Learners will:

- perform effectively on their instrument/voice;
- rehearse and display musicianship skills;
- initiate and develop repertoire;
- rehearse effectively and perform music live;
- understand contextual issues relating to music style, audience and the music industry;
- understand relevant aspects of music technology.

#### TECHNOLOGY

Learners will demonstrate:

- sound recording skills;
- mixing and mastering skills;
- sequencing and production skills;
- live sound skills;
- radio programming skills;
- video production skills;
- understanding of contextual issues relating to music technology.

## **BUSINESS**

Learners will demonstrate:

- sound business and financial skills;
- marketing skills;
- understanding of music contracts;
- media communication skills;
- freelance practice;
- artist management and artist representation skills;
- event management skills.

## **COMPOSITION**

Learners will:

- compose and arrange music;
- initiate and develop repertoire;
- develop musicianship skills through using a harmony instrument;
- use computers and sequencing and recording software/hardware;
- understand contextual issues relating to music style, audience and the music industry.

These skills will form a skill-set whereby the successful learner at Level 3, is able to work in a near professional capacity (i.e. be a recording and performing artist, music producer, composer or entrepreneur/industry professional etc.)



## B.2 Types of Unit

All qualifications consist of two types of unit: internally assessed core (mandatory) units and internally assessed optional units. Core units have been chosen for their relevance to the overall qualification. The optional units can then be added to the core units to make up a programme, which qualifies for the chosen qualification.

### CORE UNITS

In all qualifications at Levels 1, 2 & 3, learners must take one core unit from their chosen pathway. For each pathway core units are tagged with the word 'core' in the Unit Selection Tables. Optional units available in each pathway are tagged 'option'. For these qualifications, each pathway contains two core units at Levels 1 and 2, and four or five core units at Level 3. This does not mean that you must take every unit tagged 'core'. You have a choice of 'core' unit and will require only one core unit to make the qualification. Any extra 'core' units taken will be considered as an optional unit within the qualification.

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

The core units in Level 1 are as follows:

- **Performance:** MUSPRA 119 Music Rehearsal Skills  
MUSPRA 120 Live Music Performance
- **Technology:** MUSPRA 113 Music Sequencing and Production  
MUSPRA 116 Sound Recording
- **Business:** MUSPRA 111 Putting On An Event  
MUSPRA 112 Exploring a Career in Music
- **Composition:** MUSPRA 102 Composing Music Ideas  
MUSPRA 105 Practical Harmony Application

The core units in Level 2 are as follows:

- **Performance:** MUSPRA 231 Live Music Performance  
MUSPRA 235 Instrumental Study
- **Technology:** MUSPRA 222 Music Sequencing & Production  
MUSPRA 223 Sound Recording.
- **Business:** MUSPRA 217 Earning Money in the Music Industry  
MUSPRA 218 Music Marketing and Promotion
- **Composition:** MUSPRA 203 Composing Music (Solo)  
MUSPRA 207 Practical Harmony Application.

The core units in Level 3 are as follows:

- **Performance:** MUSPRA 358 Music Rehearsal Skills  
MUSPRA 359 Live Music Performance  
MUSPRA 385 Instrumental Study  
MUSPRA 365 Auditioning for Music  
MUSPRA 347 Getting Work in Music.
- **Technology:** MUSPRA 366 Music Sequencing & Production  
MUSPRA 369 Digital Recording & Production  
MUSPRA 371 Studio Sound Mixing  
MUSPRA 347 Getting Work in Music
- **Business:** MUSPRA 340 Copyright in the Music Industry  
MUSPRA 343 Music Marketing  
MUSPRA 354 Setting Up A Music Business  
MUSPRA 347 Getting Work In Music
- **Composition:** MUSPRA 304 Composing Music (Styles)  
MUSPRA 306 Composing Music (Solo)  
MUSPRA 311 Practical Harmony Application (Chords & Progressions)  
MUSPRA 347 Getting Work in Music

### OPTIONAL UNITS

In addition, a number of optional units will be chosen at the same level. Optional units can have a credit value of 10 at Levels 1 & 2 and 5, 10 or 15 credits at Level 3. Optional units within each pathway are tagged 'option'. The number of optional units selected, at the same level, will vary according to the type and level of qualification being undertaken.

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

## FAMILIES OF UNITS

Units for each qualification are listed in the left hand column of the qualification structure table, grouped into the 8 different families (nine at Level 3) with varying numbers of units within each family.

### Families of units:

1. Composing
2. Contextual Studies
3. Dance in Popular Music
4. Live Music Production
5. Music Business
6. Music Facilitation (L3 only)
7. Music Performance
8. Music Technology
9. Practical Musicianship

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

## B.3 Unit Selection Tables

Below are the tables listing all the units presented in each pathway and level. Careful attention should be paid to the difference between core and optional units and the credit value of each unit.

### LEVEL 1 (ALL QUALIFICATIONS)

FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
<b>COMPOSING</b>				<b>PERFORMANCE</b>	<b>TECHNOLOGY</b>	<b>BUSINESS</b>	<b>COMPOSITION</b>
	101	Music Arrangement	10	Option	Option	Option	Option
	102	Composing Music (Ideas)	10	Option	Option	Option	Internal Core
	103	Composing Music (Collaboration)	10	Option	Option	Option	Option
	104	Composing Lyrics	10	Option	Option	Option	Option
	105	Practical Harmony	10	Option	Option	Option	Internal Core
	204*	Composing Music (Collaboration)	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
<b>CONTEXTUAL STUDIES</b>				<b>PERFORMANCE</b>	<b>TECHNOLOGY</b>	<b>BUSINESS</b>	<b>COMPOSITION</b>
	106	Music Artist and You	10	Option	Option	Option	Option
	107	Listening to Music	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
<b>LIVE MUSIC PRODUCTION</b>				<b>PERFORMANCE</b>	<b>TECHNOLOGY</b>	<b>BUSINESS</b>	<b>COMPOSITION</b>
	108	Sound Reinforcement	10	Option	Option	Option	Option
	109	Stage Production	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
<b>MUSIC BUSINESS</b>				<b>PERFORMANCE</b>	<b>TECHNOLOGY</b>	<b>BUSINESS</b>	<b>COMPOSITION</b>
	110	Understanding the Music Industry	10	Option	Option	Option	Option
	111	Event Production	10	Option	Option	Internal Core	Option
	112	Exploring a Career in Music	10	Option	Option	Internal Core	Option
	218*	Music Marketing and Promotion	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
<b>MUSIC TECHNOLOGY</b>				<b>PERFORMANCE</b>	<b>TECHNOLOGY</b>	<b>BUSINESS</b>	<b>COMPOSITION</b>
	113	Music Sequencing and Production	10	Option	Internal Core	Option	Option
	114	Using a Keyboard with a DAW	10	Option	Option	Option	Option
	115	Sound Recording	10	Option	Internal Core	Option	Option
	116	Creating Music with Mobile Technology	10	Option	Option	Option	Option
	117	Recorded Music Performance	10	Option	Option	Option	Option
	222*	Music Sequencing and Production	10	Option	Option	Option	Option
	223*	Sound Recording	10	Option	Option	Option	Option

FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
MUSIC PERFORMANCE				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	118	Music Rehearsal Skills	10	Internal Core	Option	Option	Option
	119	Live Music Performance	10	Internal Core	Option	Option	Option
	120	Next Steps/Auditioning	10	Option	Option	Option	Option
	231*	Live Music Performance	10	Option	Option	Option	Option
	233*	Auditioning for Music	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
PRACTICAL MUSICIANSHIP				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	121	Improving Instrumental Performance	10	Option	Option	Option	Option
	122	Practical Musicianship	10	Option	Option	Option	Option

\*Unit 231 cannot be selected if Unit 119 has already been selected. The same rule applies for 222 and 113, 204 and 103, and 223 and 115.

## LEVEL 2 (ALL QUALIFICATIONS)

FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
COMPOSING				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	201	Arranging Music (Styles)	10	Option	Option	Option	Option
	202	Composing Music (Style)	10	Option	Option	Option	Option
	203	Composing Music (Solo)	10	Option	Option	Option	Internal Core
	204	Composing Music (Collaboration)	10	Option	Option	Option	Option
	205	Composing for Media	10	Option	Option	Option	Option
	206	Composing Lyrics	10	Option	Option	Option	Option
	207	Practical Harmony Application	10	Option	Option	Option	Internal Core
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
CONTEXTUAL STUDIES				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	208	Music Style in Context	10	Option	Option	Option	Option
	209	Music Artist and You	10	Option	Option	Option	Option
	210	Listening to Music	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
LIVE MUSIC PRODUCTION				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	211	Evolution of Music Technology	10	Option	Option	Option	Option
	212	Sound Reinforcement	10	Option	Option	Option	Option
	213	Lighting for a Music Performance	10	Option	Option	Option	Option
	214	Music Stage Manager (Assistant)	10	Option	Option	Option	Option
	215	Understanding Event Health and Safety	10	Option	Option	Option	Option

FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
MUSIC BUSINESS				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	216	How The Music Industry Works	10	Option	Option	Option	Option
	217	Earning Money in the Music Industry	10	Option	Option	Internal Core	Option
	218	Music Marketing and Promotion	10	Option	Option	Internal Core	Option
	219	Selling Music	10	Option	Option	Option	Option
	220	Careers in Music	10	Option	Option	Option	Option
	221	Organising a Music Event	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
MUSIC TECHNOLOGY				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	222	Music Sequencing and Production	10	Option	Internal Core	Option	Option
	223	Sound Recording	10	Option	Internal Core	Option	Option
	224	Digital Recording and Production	10	Option	Option	Option	Option
	225	Podcast Production	10	Option	Option	Option	Option
	226	Remixing & Production	10	Option	Option	Option	Option
	227	Creating Music with Mobile Technology	10	Option	Option	Option	Option
	228	Music Video Production	10	Option	Option	Option	Option
	229	Using a Digital Audio Workstation with a Keyboard	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
MUSIC PERFORMANCE				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	230	Music Rehearsal Skills	10	Option	Option	Option	Option
	231	Live Music Performance	10	Internal Core	Option	Option	Option
	232	Recorded Music Performance	10	Option	Option	Option	Option
	233	Auditioning for Music	10	Option	Option	Option	Option
	234	DJ Skills	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
PRACTICAL MUSICIANSHIP				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	235	Improving Instrumental Performance	10	Internal Core	Option	Option	Option
	236	Musicianship	10	Option	Option	Option	Option

### LEVEL 3 (ALL QUALIFICATIONS)

FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
COMPOSING				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	302	Arranging Music (Orchestration)	15	Option	Option	Option	Option
	303	Arranging Music (Applications)	15	Option	Option	Option	Option
	304	Composing Music (Styles)	15	Option	Option	Option	Internal Core

	305	Composing Music (Collaboration)	15	Option	Option	Option	Option
	306	Composing Music (Solo)	15	Option	Option	Option	Internal Core
	307	Composing for Film and Documentary	15	Option	Option	Option	Option
	308	Composing for Interactive Media	15	Option	Option	Option	Option
	309	Composing for Adverts and TV	15	Option	Option	Option	Option
	310	Composing Lyrics	5	Option	Option	Option	Option
	311	Practical Harmony Application (Chords & Progressions)	15	Option	Option	Option	Internal Core
	312	Practical Harmony Application (Chord Substitutions)	10	Option	Option	Option	Option
	313	Practical Harmony Application (Counterpoint)	10	Option	Option	Option	Option
	314	Practical Harmony Application (Pedals)	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
CONTEXTUAL STUDIES				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	315	Understanding Musical Influences	5	Option	Option	Option	Option
	316	Understanding Musical Styles	5	Option	Option	Option	Option
	317	Contextualising Music	5	Option	Option	Option	Option
	318	Listening to Music	10	Option	Option	Option	Option
	319	Music Artist and The Media	5	Option	Option	Option	Option
	320	Music Dissertation	15	Option	Option	Option	Option
	321	Evolution of the Record Industry	5	Option	Option	Option	Option
	322	Music Instrument Development	5	Option	Option	Option	Option
	323	Development of Sound Sources	5	Option	Option	Option	Option
	324	Development of Music Sequencing	5	Option	Option	Option	Option
	325	Development of Music Recording Technology	5	Option	Option	Option	Option
	326	Understanding Recording Studio Design	5	Option	Option	Option	Option
	327	Understanding Recording Techniques	5	Option	Option	Option	Option
	328	Understanding Live Sound Design	5	Option	Option	Option	Option
	329	Using a DAW (Analysis)	5	Option	Option	Option	Option
	330	Using a DAW (Research)	5	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
DANCE IN POP MUSIC				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	331	Choreographing Popular Music	10	Option	Option	Option	Option
	332	Dance for Musicians	10	Option	Option	Option	Option

FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
LIVE MUSIC PRODUCTION				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	333	Live Sound Engineering: FOH	15	Option	Option	Option	Option
	334	Live Sound Engineering: Monitors	10	Option	Option	Option	Option
	335	Sound Reinforcement	15	Option	Option	Option	Option
	336	Lighting for Music Events	10	Option	Option	Option	Option
	337	Music Stage Manager	10	Option	Option	Option	Option
	338	Music Event Health & Safety	10	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
MUSIC BUSINESS				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	339	Revenue Flow In The Music Industry	10	Option	Option	Option	Option
	340	Copyright In The Music Industry	15	Option	Option	Internal Core	Option
	341	Royalties And Music	10	Option	Option	Option	Option
	342	Contracts In The Music Industry	10	Option	Option	Option	Option
	343	Music Marketing	10	Option	Option	Option	Option
	344	Music Promotion	15	Option	Option	Internal Core	Option
	345	Selling Recorded Music	10	Option	Option	Option	Option
	346	Music Publishing	10	Option	Option	Option	Option
	347	Getting Work In Music	15	Internal Core	Internal Core	Internal Core	Internal Core
	348	Understanding The Creative Process In Music	15	Option	Option	Option	Option
	349	Planning for a Career In Music	15	Option	Option	Option	Option
	350	Music Press And Journalism	10	Option	Option	Option	Option
	351	Music Management	10	Option	Option	Option	Option
	352	Working as a Freelance Music Practitioner	15	Option	Option	Option	Option
	353	Music Event Management	15	Option	Option	Option	Option
	354	Setting Up a Music Business	15	Option	Option	Internal Core	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
MUSIC FACILITATION				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	355	Leading Music Making Activity	10	Option	Option	Option	Option
	357	Musical Director	15	Option	Option	Option	Option

FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
MUSIC PERFORMANCE				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	358	Music Rehearsal Skills	15	Internal Core	Option	Option	Option
	359	Live Music Performance	15	Internal Core	Option	Option	Option
	360	Recorded Music Performance	10	Option	Option	Option	Option
	361	Music Performance to Camera	10	Option	Option	Option	Option
	362	Lead Performer	10	Option	Option	Option	Option
	363	Session Musician	10	Option	Option	Option	Option
	364	Music Improvisation	15	Option	Option	Option	Option
	365	Auditioning For Music	15	Internal Core	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
MUSIC TECHNOLOGY				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	366	Music Sequencing and Production	15	Option	Internal Core	Option	Option
	367	Music Sequencing and Production (Media)	15	Option	Option	Option	Option
	368	Live Sound Recording	15	Option	Option	Option	Option
	369	Digital Recording and Production	15	Option	Internal Core	Option	Option
	370	Studio Sound Recording	15	Option	Option	Option	Option
	371	Studio Sound Mixing	15	Option	Internal Core	Option	Option
	372	Studio Audio Mastering	10	Option	Option	Option	Option
	373	Mixing for Surround Sound	15	Option	Option	Option	Option
	374	Remixing & Production	10	Option	Option	Option	Option
	375	Radio/Podcast Production	10	Option	Option	Option	Option
	376	Music Video Production	15	Option	Option	Option	Option
	377	Rewiring & Synchronisation	10	Option	Option	Option	Option
	378	Digital Synthesis	10	Option	Option	Option	Option
	379	Analogue Synthesis (Software Based)	10	Option	Option	Option	Option
	380	Creating a Sample Library	10	Option	Option	Option	Option
	381	Using Dynamic Processors	10	Option	Option	Option	Option
	382	Using Multi-Effects	15	Option	Option	Option	Option
	383	Using Equalisation & Filters	10	Option	Option	Option	Option
	384	Using a Keyboard with a DAW	15	Option	Option	Option	Option
FAMILY	CODE	UNIT TITLE	CREDIT	PATHWAY			
PRACTICAL MUSICIANSHIP				PERFORMANCE	TECHNOLOGY	BUSINESS	COMPOSITION
	385	Improving Instrumental Performance	15	Internal Core	Option	Option	Option
	386	Practical Musicianship	15	Option	Option	Option	Option



## B.4 Rules of Selection

### AWARDS

At levels 1 & 2, learners take one core unit (specific to their chosen pathway) worth 10 credits.

*For example, at Level 1, a learner on the Performance pathway could take the core unit – Live Music Performance (10 credits).*

### CERTIFICATES

At Levels 1 & 2, learners take one core unit (specific to their chosen pathway) and a further optional unit to make 20 credits. At Level 3, learners take one core unit worth 15 credits (specific to their chosen pathway).

*For example, at Level 2, a learner on the Technology pathway could take a core unit – Music Sequencing and Production (10 credits) – and then select one optional unit from that pathway, e.g. Composing Music (Solo) (10 credits).*

### EXTENDED CERTIFICATES

At all levels 1 & 2 learners take one core unit (specific to their chosen pathway) and two further optional units to make 30 credits. At Level 3 learners take further optional units until a minimum of 35 credits can be completed.

*For example, at Level 2, a learner on the Business pathway could take a core unit – Music Marketing and Promotion (10 credits) – and then select two optional units from that pathway, e.g. Organising a Music Event (10 credits) & How the Music Industry Works (10 credits)*

### DIPLOMAS

At Levels 1 and 2, learners take one core unit from their chosen pathway and a further 7 units until a minimum of 80 credits can be completed. At Level 3 learners take one core unit and further optional units until a minimum of 120 credits can be completed.

For example;

#### Level 2 Diploma (Composition Pathway) – 80 credits

- 206 Practical Harmony Application
- 202 Composing Music (Style)
- 230 Live Music Performance
- 206 Contextualising Music
- 208 Music Style Development
- 201 Arranging Music Style
- 205 Composing for Media
- 222 Music Sequencing & Production

### L3 SUBSIDIARY DIPLOMA

Learners take one core unit (15 credits) and further optional units until a minimum of 90 credits can be completed.

For example;

#### Level 3 Subsidiary Diploma (Performance Pathway) – 90 credits

- 387 Rehearsal & Performance (core) – 15 credits
- 364 Music Improvisation – 15 credits
- 386 Musicianship – 15 credits
- 375 Radio/Podcast Production – 10 credits
- 362 Lead Performer – 10 credits
- 360 Recorded Music Performance – 15 credits
- 317 Contextualising Music – 5 credits
- 315 Understanding Music Influences – 5 credits

## EXTENDED DIPLOMA (180 CREDITS)

Learners take one core unit (15 credits each), and further optional units until a minimum of 180 credits can be completed.

For example;

### L3 Extended Diploma (Technology Pathway) – 180 credits

- 366 Music Sequencing and Production – 15 credits
- 367 Music Sequencing and Production (Media) – 15 credits
- 353 Music Event Management – 15 credits
- 351 Music Management – 10 credits
- 354 Setting up a Music Business – 15 credits
- 306 Composing Music (Collaboration) – 15 credits
- 348 Understanding the Creative Process in Music – 15 credits
- 378 Digital Synthesis – 10 credits
- 340 Copyright in the Music Industry 15 credits
- 370 Studio Sound Recording 15 credits
- 368 Live Sound Recording 15 credits
- 380 Creating a Sample Library 10 credits
- 374 Remixing and Production 10 credits
- 321 Evolution of the Record Industry – 5 credits

## B.5 Progression

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

Employment opportunity in the music industry is centred on self-employment or small-team operations rather than contracted employment with large companies and organisations. This qualification contains specific units related to career options in the industry. Furthermore the qualifications equip learners wishing to progress to further or higher education with the necessary skills to progress.

Learners completing a Level 1 qualification can progress to Level 2 and learners completing Level 2 to Level 3. This is not obligatory and you are able to enter a learner at any level (excluding learners under the age of 16 at Level 3).

Learners completing a Level 3 qualification will have the skills to progress straight into the music industry. Alternatively, they can progress to Higher Education courses such as popular music, music technology and music business degrees.

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

Learners wishing to progress from one level to the next, may also wish to progress along a different pathway. These learners would be advised to select units with care at the early stages to prepare them for later study in the new pathway.

## SECTION C: ASSESSMENT INFORMATION

### C.1 Assessment Methodology

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

To this end, a wide variety of assessment methodologies are used in the delivery of these programmes. Tutors are encouraged to find the mode of assessment which best suits the learner in terms of their strengths.

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

### C.2 Internal Assessment

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

#### TYPES OF EVIDENCE

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

- Participation in public performance events (organiser and/or performer)
- Written and recorded (performed) musical compositions
- Assignments and/or musical project work
- Reports identifying specific skill development
- Business plans
- Rehearsal and/or recording logs
- Diagrams/Graphs
- Illustrations/Screenshots
- Recorded Discussions
- Simulation
- Tutor observation
- Video evidence of discussion/performance/composition
- Witness statement

## C.3 Grading Criteria

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

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

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

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

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

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

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

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

**Unclassified:** an unclassified grade will be awarded where the learner has failed to demonstrate every assessment criteria within the unit.

### In addition, at Level 3 only:

**Distinction\*:** a distinction\* grade is an aggregated one for the whole qualification based on consistently high achievement across the full range of units within the level 3 qualification. In order to achieve the distinction\* grade, learners must gain an overall percentage score of 94% or over. Learners achieving a distinction\* grade will be consistently working at distinction level as outlined in the individual unit grading criteria. Their work will display a depth of insight, analysis and initiative and a breadth of understanding in each of the units they are working on. Those gaining a distinction\* will have applied their knowledge and displayed skills at an advanced level in all, or the vast majority, of their work.

The grades given by tutors for each unit will be taken in to account when the Registration and Assessment site [www.rsl-atm.co.uk](http://www.rsl-atm.co.uk) formulates an overall qualification grade. Points are allocated per each 4-credit portion of a qualification at Levels 1&2 and per 5-credit portion at Level 3. In cases where the number of credits achieved exceeds the number of credits required to gain the qualification, those credits carrying the least value will be disregarded.

Example:

**Level 2 Extended Certificate – 30 credits**

- Core Unit – 231 Live Music Performance - 10 credits
- Optional Unit – 230 Music Rehearsal Skills - 10 credits
- Optional Unit – 235 Instrumental Study - 10 credits

UNIT	CREDIT	GRADE	SCORE
<b>Core Unit</b> 231 Live Music Performance	10	Distinction	8
230 Music Rehearsal Skills	10	Merit	6
235 Instrumental Study	10	Merit	6

For every 5 credits, a Distinction is worth a score of 4, a Merit is worth a score of 3 and a Pass is worth a score of 2.

Three 10-credit units with the grade Distinction would constitute a score of 24; the score achieved in the example above is 20.

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

**Levels 1&2**

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

**Level 3**

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

## C.4 The Wider Curriculum

RSL's Award, Certificate, Extended Certificate, Subsidiary Diploma, Diploma and Extended Diploma qualifications for Music Practitioners 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 music 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 key to musical understanding.

Performers/Composers can explore the music of cultures other than their own, group identity and how cultural issues affect musical expression.

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

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

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

Since these are practically based qualifications, issues relating to health and safety are encountered in many units.

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

## C.5 Formative Assessment

Tutors are to ensure that work is assessed on a regular basis. A record of any forms of formative assessment should ideally be kept on [www.rsl-atm.co.uk](http://www.rsl-atm.co.uk) to which all tutors and centre managers should have access. If this is not possible then records of formative assessment should be kept for External Moderators to view. External moderators will expect to see evidence of formative assessment having taken place, integrated with regular feedback to learners about their progress. This is to ensure that students are able to check their understanding during the learning process and for teaching and learning to be adjusted accordingly. This could take the form of two or three of the following methods:

- Observations (with notes taken during lessons reflecting on specific aspects of their learning and progress towards reaching the learning outcome, using spreadsheets/forms to record observations)
- Discussion (enabling assessors to determine the extent to which learners are understanding concepts through open-ended questions and encouragement of creative and reflective thinking)
- Exit slips (written responses to questions at the end of a session to assess understanding of key concepts enabling the assessor to identify students needing further help)
- Learning logs (for students to make their own reflections on the material they are learning, the processes they undertake and any concepts requiring clarification)
- Peer assessment (enabling learners to check the quality of work against the assessment criteria, helping them to think about their own learning, articulate what they understand and what they still have to learn)
- Practice performances/presentations (allowing them to improve their skills at the same time as enabling the assessor to gauge level of understanding)
- Visual representations (i.e. learners use graphic means to represent concepts, e.g. mind maps, allowing assessors to assess depth of learning)

## C.6 Retaking Internally Assessed Learning Outcomes

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

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

[www.rslawards.com/vocational/delivery/deliver-qualifications](http://www.rslawards.com/vocational/delivery/deliver-qualifications)

## C.7 External Verification and Moderation

A sample of units assessed by RSL approved centres are **externally verified and moderated** by a team appointed, trained and standardised by RSL.

**External moderation** ensures that all assessments are carried out to the same standard by objective sampling of learners' work. Centres will be notified of the external moderation processes on approval and thereafter at the beginning of each new academic year.

**The main functions of the external moderator are to:**

- Sample learner evidence to ensure that centres' assessment decisions are valid, reliable, fair and consistent with the national standards for the qualification.
- Provide feedback to RSL, centres and ATM on the outcome of moderation;
- Provide support for centres offering the RSL qualifications for Music Practitioners.

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

## C.8 Archiving Learner Work

Each centre should create an archive of learner work for each of the Music Practitioners qualifications offered by that centre.

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

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

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

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

## C.9 Authenticity of work

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

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

## C.10 Presentation of work for submission

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

All work must be suitably labelled with the learner's name, unit code, unit title and centre name.

## C.11 Submission of Grades

Centres will access a secure registration and assessment website ([www.rsl-atm.co.uk](http://www.rsl-atm.co.uk)) upon which the grades will be entered. Centres are encouraged to update this on a regular basis to avoid heavy workload at the end of the academic year. The final deadline for the completion of the database will be in June; the exact dates each academic year to be issued in a separate document sent out to centres including all relevant deadlines.

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

## C.12 Results and Certification

Learners will be able to check their provisional results online upon completion of the assessment of their units by their centre. Results will be verified after the completion of the external moderation process and information on the verified results will be available online.

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

## C.13 Accessing Data and Information

Learners will be able to review their progress of their study through the learner pages. These are learner specific and can be accessed through a personal password system, which will allow a learner to look at their own records of unit registration and achievement but not those of any other learner.

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

# SECTION D: PROGRAMME DELIVERY

## D.1 Delivery Models

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

Further information on delivery can be found in the Centre Handbook.

# SECTION E: CENTRE APPROVAL

## E.1 Centre Approval Application Procedures

Centres must apply for approval prior to enrolling learners. All centres are approved by RSL.

All approval documentation can be found on the website [www.rslawards.com](http://www.rslawards.com)

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

## E.2 Approval Criteria

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

- **Management Systems:** there are appropriate systems for managing the effective delivery of the qualifications (for example, regular team meetings, clear lines of responsibility etc);
- **Access to Assessment:** the centre has a clear commitment to equal opportunities;
- **Assuring Standards of Assessment:** there are arrangements for managing assessment which will ensure consistent standards across the centre;
- **Assuring Course Quality:** the centre's teaching team have the commitment and the expertise to deliver the programme according to the learning schedules established by RSL;
- **Induction and Learning Programme:** there is a commitment to providing effective induction and learning support for learners;
- **Staff Resources:** there is an appropriate staff development plan and appropriate provision to allow this to be implemented;
- **Physical Resources:** each centre needs to have appropriate resources for the qualifications, which they wish to offer to learners.

The approval criteria is stated in the Quality Manual.



## SECTION F: LEARNER ACCESS AND REGISTRATION

### F.1 Access and Registration

This suite of qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

At the point of application and /or interview, centres will ensure that all learners are fully informed about the requirements and demands of the qualification. Centres will take appropriate steps to assess each applicant's potential, and make a professional judgement about their ability to successfully complete the programme and achieve the qualification.

This evaluation will need to take account of the support available to the learner within the centre during their programme of study, and any specific support, which may be necessary to allow the learner to access the assessment for the qualification. RSL advise the use of Initial Assessment Testing to verify the level of support needed by individual learners.

### F.2 Recommended Prior Learning

When reviewing the combinations of qualifications and/or experience held by applicants when applying for a Level 1 or Level 2 course, the following may be taken into account:

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

Centres will need to review the combinations of qualifications and/or experience held by applicants progressing on to a Level 3 course.

This experience/qualification profile of applicants wishing to study a Level 3 qualification may include one of the following

- related Level 1, Level 2 and Level 3 qualifications;
- related musical experience;
- portfolio of music making activity, which will support Level 3 work.

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

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

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

### F.3 Recognised Prior Learning (RPL)

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

Recognised Prior Learning (RPL) is the process of recognising a learner's previous achievement or learning experiences. RPL is of particular value to learners without formal qualifications who are either in employment, preparing to enter, or returning to employment. It may apply to, for example, RSL Grades, BTEC qualifications, GCSEs in vocational subjects, VCEs, Key Skills and NVQs. Approved Centres will ensure that they have appropriate RPL advisory processes and personnel in place.

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

## SECTION G: COMPLAINTS AND APPEALS

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

## SECTION H: POLICIES

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

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

**Please note:**

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

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

## SECTION I: PROFESSIONAL DEVELOPMENT AND TRAINING

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

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

## SECTION K: CONTACTS FOR HELP & SUPPORT

**RSL**

RSL can be contacted on **0345 4604747**

All correspondence should be directed to:

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

**RSL**

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