Arts Award Qualification Specifications

We are delighted to introduce the Trinity College London specifications for all levels of Arts Award.

Purpose of this specifications

This specifications document provides key information about the structure, content and administration of Arts Award.

Introduction

Why choose Arts Award?

The Arts Award qualifications are designed to inspire learners aged 25 and under to grow their arts and leadership talents. Most of all, they aim to support and encourage learners of all levels and abilities and from all backgrounds and cultures to engage and participate in the arts. From the initial Arts Award Discover level, all the way through to Gold Arts Award, these qualifications offer a variety of ways to approach creative and wider skills development, that can be tailored to the centre, adviser and learners.

Through Arts Award, learners will achieve a national qualification that will build confidence through nurturing their individual interests, while also equipping them with life skills that will support their education and future employment.

To achieve their Arts Award, learners take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. They create a portfolio to keep a record of their creative work and progress along the way, and they are supported by an adult, who has trained as an Arts Award adviser and acts as an assessor, facilitator and mentor.

Arts Award recognises all art forms ranging from fashion to poetry, rapping to dance, sculpture to film and arts administration to backstage roles, providing assessment opportunities for many different learners and offering freedom of choice within the framework. This enables them to play to their strengths and express their creative identity through art form options and portfolio presentation. Arts Award is designed as a flexible, personalised learning programme in which those taking part have choice and control.

Arts Award Supporters, advisers and alumni have impressive stories to tell about these qualifications and our community is growing every year. Read their inspiring success stories at **artsaward.org.uk/blog** and **artsawardvoice.com**.

Arts Award can be delivered in the UK only (including Scotland, Wales and Northern Ireland).

Arts Award is managed by Trinity College London in association with Arts Council England. Arts Council England is a government-funded body that supports and promotes artistic and cultural experiences to enrich people's lives. Both organisations are passionate about helping children and young people engage with the arts.

We hope you enjoy exploring all the opportunities these Arts Award qualifications offer and we wish you every success.

TRINITY
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About Trinity College London

Trinity College London, established in 1872, is a leading internationally recognised awarding organisation (exam board), publisher and independent education charity. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help people progress. We inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

For more information about our full range of qualifications, visit **trinitycollege.com**.

Qualification information

Aims of the qualification

Arts Award Discover

Arts Award Discover encourages learners to develop a basic understanding of a range of art forms, to commit to taking part in arts activities and to develop a basic understanding of communication.

Learners create a personal arts log (portfolio) containing evidence of their experiences. These arts logs can be in any format, including digital.

Arts Award Discover provides a foundation to enable learners to be introduced to the arts and is a springboard to the other levels of Arts Award.

Arts Award Explore

Arts Award Explore enables learners to develop a basic understanding of a range of art forms, artists and arts organisations, to commit to taking part in arts activities and to demonstrate a basic understanding of communication.

Learners create a personal arts log (portfolio) containing evidence of their experiences. These arts logs can be in any format, including digital.

Bronze Arts Award

Bronze Arts Award enables learners to develop a basic understanding of arts practice and some knowledge of arts provision in the community. Learners commit to taking part in creative activities and demonstrate a basic understanding of effective communication and an ability to convey information.

Learners create a personal arts log or portfolio containing evidence of their experiences. These arts logs or portfolios can be in any format, including digital.

Silver Arts Award

Silver Arts Award enables learners to develop their own arts practice and arts leadership skills, underpinned by knowledge of their own art form and its relationship to arts provision in the community. They demonstrate their artistic imagination in their own art form and the ability to implement appropriate responses to challenges.

Learners develop their ability to analyse situations, design appropriate action plans and review outcomes. They demonstrate effective communication in a range of situations, showing an ability to convey information and provide some justification for their approach.

Learners create a personal arts portfolio containing evidence of their experiences. These portfolios can be in any format, including digital.

Gold Arts Award

Gold Arts Award enables learners to develop an understanding of the skills, knowledge and working practices relevant to their own art form and take responsibility for their own art form development. They show their artistic imagination and originality, demonstrating a range of creative responses which are appropriate and new to them.

They are able to evaluate and use information to design imaginative plans which can deal with unfamiliar or unexpected problems, analysing and reflecting on the success of their plan and drawing appropriate conclusions. Learners demonstrate an ability to communicate complex ideas with some skill, differentiating effectively between various types of audience and mounting persuasive arguments in support of their own views or opinions.

Learners create a personal arts portfolio containing evidence of their experiences. These portfolios can be in any format, including digital.

Qualification details

All Arts Award qualifications are assigned a total qualification time (TQT). Total qualification time is an estimate of the average time a learner spends with an adviser or adult to support them (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to complete a qualification will depend on the level of experience of each individual or group. For this reason, the assigned TQT should be used as guidance only.

Examples of different delivery approaches can be found at **artsaward.org.uk/blog**.

Qualification title	Title on regulators' registers	Level on the RQF**	Guided learning hours	Independent learning hours	Total qualification time (TQT)	Qualification number
Arts Award Discover	N/A*	N/A*	–	–	20 hours (recommended)	N/A*
Arts Award Explore	Entry Level Award in the Arts (Entry 3)	Entry 3	25	10	35	600/3894/9
Bronze Arts Award	Level 1 Award in the Arts	Level 1	40	20	60	501/0081/6
Silver Arts Award	Level 2 Award in the Arts	Level 2	60	35	95	500/9914/0
Gold Arts Award	Level 3 Certificate in the Arts	Level 3	90	60	150	500/9666/7

Arts Award qualifications are regulated by **Ofqual** (Office of Qualifications and Examinations Regulation) in England, **CCEA Regulation** in Northern Ireland and by **Qualifications Wales**. The awarding organisation is Trinity College London (TCL).

Gold Arts Award carries 16 UCAS (Universities and Colleges Admissions Service) tariff points.

* Arts Award Discover is not a regulated qualification
** RQF = Regulated Qualifications Framework

Prerequisites

Trinity's Arts Award Discover and Arts Award Explore qualifications are open to learners aged 25 and under, with Bronze, Silver and Gold Arts Award open to learners aged 11 to 25 years.

There are no formal prerequisite qualifications and there is no requirement to have passed a particular level to progress to the next. However, the levels represent a system of progression.

Arts Award Discover is open to anyone aged 25 and under (designed for ages 5 to 9, particularly for Key Stage 1 and lower Key Stage 2).	Arts Award Explore is open to anyone aged 25 and under (designed for ages 7 to 11, particularly for upper Key Stage 2).	Bronze Arts Award is open to anyone aged 11 to 25 years (designed for ages 11 to 14). This qualification is working at the same standard as GCSE grades D-G/3-1.	Silver Arts Award is open to anyone aged 11 to 25 years (designed for ages 14 to 16). This qualification is working at the same standard as GCSE grades A*-C/9-4.	Gold Arts Award is open to anyone aged 11 to 25 years (designed for ages 16+). This qualification is working at the same standard as an A level.

Further qualification information can be found at artsaward.org.uk/qualification.

Progression opportunities

After Arts Award Discover, learners may wish to progress onto Arts Award Explore or Bronze, Silver or Gold Arts Award. Silver and Gold Arts Award support progression into the arts and cultural sectors as well as direct progression into further training and employment.

Trinity also offers qualifications for learners wanting to specialise in developing skills in drama, acting for screen, communication skills and musical theatre, and classical music, jazz and rock and pop performance.

Funding

Arts Award Explore, and Bronze, Silver and Gold Arts Award levels may form part of a 16–19 study programme and have Funded Learning Aims. Please check for specific funding available for each level on the Find a Learning Aim website.

Arts Award delivery

Arts Award centres

Arts Award centres are validated by Trinity College London and are responsible for the successful delivery of Arts Award, ensuring the necessary policies, procedures and resources are in place, and for overseeing the work of trained advisers. Any arts, cultural or youth organisation, business or school can apply to become a validated centre and should refer to the *Validation Requirements* and *Best Practice Guidebook*, which contain essential information about how to administer Arts Award.

Arts Award advisers

To deliver Arts Award, advisers must have successfully completed a training course relevant to the level they wish to run. Advisers must be engaged by a validated centre which is responsible for overseeing the delivery of Arts Award. Advisers enable learners to access the required activities and support them to organise their evidence of participation in their arts portfolios. Arts Award advisers use the framework and assessment criteria in the Arts Award Toolkit to assess the learners' work. Trinity will select the centres who are required to provide portfolios for moderation. The moderation validates the adviser's assessment through a sampling process.

For information about training and qualification fees, visit artsaward.org.uk/costs.

Achieving an Arts Award Discover

Qualification requirements

Learners can work at their own pace for this qualification and they record their progress in an arts log. This provides the evidence for the adviser to assess. Arts logs can be created in any format. Learners can use written, visual and digital methods to record work for their evidence.

To pass Arts Award Discover, learners are required to create an individual arts log that demonstrates how they meet the following requirements:

◗ Participation in arts activities (part A)
◗ Research into artists and their work (part B)
◗ Sharing of their arts discovery (part C)

Further information is contained in the Arts Award Discover & Explore Adviser Toolkit, provided when attending Arts Award adviser training. Visit artsaward.org.uk/training.

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their arts log
Part A: Discover	◗ An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar ◗ Participation in arts activities ◗ An understanding of how art forms connect to their own lives	◗ At least two art forms identified ◗ Participation in at least one arts activity
Part B: Find out	◗ Knowledge of at least one artist and their work	◗ A record of what they found out about at least one artist and their work
Part C: Share	◗ What they enjoyed and learnt through the award ◗ How they shared their experience with others	◗ Which parts of their enjoyment and learning were shared and who they shared it with

Assessment

For Arts Award Discover, the adviser assesses learners in the following areas:

◗ Art form knowledge and understanding
◗ Creativity
◗ Communication

Only an Arts Award adviser trained at Arts Award Discover level can assess the work. A marksheet should be completed for all learners entered for Arts Award. The adviser assesses each of the arts logs against the requirements in the 'What the young people should demonstrate through their evidence' and 'Evidence required in their arts logs' sections and against the assessment criteria.

Arts Award qualifications are not allocated different grades or pass levels, so each arts log will be assessed as either a pass or a below pass.

Arts Award Discover is not a regulated qualification, so the adviser's assessment is final, unless there is an identified issue with the centre.

Arts Award Discover assessment criteria

Advisers look at the evidence in the arts logs to ensure learners are working at the required level as described in the assessment criteria.

Art form knowledge and understanding

Pass: A basic understanding of a range of art forms.

Creativity

Pass: Show commitment in arts activities.

Communication

Pass: A basic understanding of communication.

Certificates

Arts Award Discover certificates are sent to the centre within four weeks of the invoice being issued, subject to payment being received. There is a fee for replacement certificates.

Achieving an Arts Award Explore

Qualification requirements

Learners can work at their own pace for this qualification and they record their progress in an arts log. This provides the evidence for the adviser to assess and for the moderator to validate. Arts logs can be created in any format. Learners can use written, visual and digital methods to record work for their evidence.

To pass Arts Award Explore, learners are required to create an individual arts log that demonstrates how they meet the following requirements:

◗ Active participation in a range of arts activities, providing a personal response about what they have learnt from taking part (part A)
◗ Experience of arts organisations, artists and their work (part B)
◗ Creativity and arts skills through making art work (part C)
◗ Identification of what they have enjoyed and/or achieved, and their communication of this to others (part D)

Further information is contained in the Arts Award Discover & Explore Adviser Toolkit, provided when attending Arts Award adviser training. Visit artsaward.org.uk/training.

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their arts logs
Part A: Take part	◗ Participation in at least two arts activities ◗ What they have learnt about the arts through active participation	◗ A record of taking part in more than one arts activity ◗ Identification of what they have learnt from taking part in these arts activities
Part B: Explore	◗ An exploration of the work of at least one artist ◗ An exploration of the work of at least one arts organisation	◗ A record of what they found out about the work of artists ◗ A record of what they found out about the work of arts organisations
Part C: Create	◗ Participation in an arts activity, leading to the creation of art work ◗ The application of arts skills through making art work	◗ A record of the process of creating their art work ◗ A record of their final art work
Part D: Share	◗ Identification of personal enjoyment and/or achievement(s) ◗ Communication of enjoyment and/or achievement(s) to others	◗ Identification of what has been enjoyed and/or achieved through completing the award ◗ A record of what was shared and how it was shared with others

Assessment

For Arts Award Explore, the adviser assesses learners in the following areas:

◗ Art form knowledge and understanding
◗ Creativity
◗ Communication

Only an Arts Award adviser trained at Arts Award Explore level can assess the work. A marksheet should be completed for all learners entered for Arts Award. The adviser assesses each of the arts logs against the requirements in the 'What the young people should demonstrate through their evidence' and 'Evidence required in their arts logs' sections and against the assessment criteria.

Arts Award qualifications are not allocated different grades or pass levels, so each arts log will be assessed as either a pass or a below pass.

Arts Award qualifications are internally assessed and externally quality assured. The centre may be required to provide a sample of portfolios for moderation. At moderation the role of the moderator is not to reassess the work, instead they are looking for consistency of approach across the adviser's marking and to establish if the correct marking decisions were made by the adviser.

Arts Award Explore assessment criteria

Advisers look at the evidence in the arts logs to ensure learners are working at the required level as described in the assessment criteria.

Art form knowledge and understanding

Pass: A basic understanding of a range of art forms, artists and arts organisations.

Creativity

Pass: Show commitment in arts activities.

Communication

Pass: A basic understanding of communication.

Certificates

Results are confirmed through the issuing of digital certificates to those who have achieved the award, subject to payment being received. Paper certificates are available for an additional fee.

Achieving a Bronze Arts Award

Qualification requirements

Learners can work at their own pace for this qualification and they record their progress in an arts log or portfolio. This provides the evidence for the adviser to assess and for the moderator to validate. Arts logs and portfolios can be created in any format. Learners can use written, visual and digital methods to record work for their evidence.

To pass Bronze Arts Award, learners are required to create an individual arts log or portfolio that demonstrates how they meet the following requirements:

◗ Development of interests, knowledge and skills through active participation in any art form (part A)

◗ Experience of at least one arts event/experience as an audience member (part B)

◗ Research into the work of an artist/craftsperson that inspires them (part C)

◗ Experience of passing on an arts skill (part D)

Further information is contained in the Arts Award Bronze & Silver Adviser Toolkit, provided when attending Arts Award adviser training. Visit artsaward.org.uk/training.

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their arts log or portfolio
Part A: Explore the arts as a participant	◗ Participation in any art form ◗ Improvement in personal arts practice	◗ A description of their arts activity ◗ Evidence of participating in their arts activity, for example, through written/recorded diary logs, annotated photographs, notes, comments or feedback ◗ A summary of what they have learnt and how their interests, knowledge and skills have developed
Part B: Explore the arts as an audience member	◗ Experience of one or more arts events/experiences ◗ Reflection on the quality of the arts event(s)/experience(s) ◗ Their opinion about the arts event(s)/experience(s) ◗ Communication of their reflection/views about the arts event(s)/experience(s)	◗ Evidence of attending at least one arts event or experience, for example, programme, URL, postcards, photographs, CDs or DVDs ◗ Evidence of personal reflection on the event(s)/experience(s) and their creative impact ◗ Evidence of communicating/sharing personal reflection with at least one other person
Part C: Arts inspiration	◗ Simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner ◗ What they have learnt from the research into the person's arts practice, career, life and work	◗ Evidence of their research, for example, notes, photographs or recordings ◗ A summary, in any format that others can understand, of why the person was chosen and what they learnt about that person's arts practice, career, life and work
Part D: Arts skills share – passing on arts skills to others	◗ Discussion with their adviser or another arts professional about the plans for their arts skills share ◗ Delivery of their arts skills share ◗ How well they passed on their arts skills	◗ An explanation of their arts skills share activity, why they chose it, and the plans they've made ◗ Evidence of the activity and how they passed on their arts skills to others ◗ Reflection on how well they passed on their arts skills

Assessment

For Bronze Arts Award, the adviser assesses learners in the following areas:

◗ Art form knowledge and understanding
◗ Creativity
◗ Communication

Only an Arts Award adviser trained at Bronze Arts Award level can assess the work. A marksheet should be completed for all learners entered for Arts Award. The adviser assesses each of the arts logs or portfolios against the requirements in the 'What the young people should demonstrate through their evidence' and 'Evidence required in their portfolios' sections and against the assessment criteria.

Arts Award qualifications are not allocated different grades or pass levels, so each arts log or portfolio will be assessed as either a pass or a below pass.

Arts Award qualifications are internally assessed and externally quality assured. The centre may be required to provide a sample of portfolios for moderation. At moderation the role of the moderator is not to reassess the work, instead they are looking for consistency of approach across the adviser's marking and to establish if the correct marking decisions were made by the adviser.

Bronze Arts Award assessment criteria

Advisers look at the evidence in the arts logs/portfolios to ensure learners are working at the required level as described in the assessment criteria.

Art form knowledge and understanding

Pass: A basic understanding of arts practice and some knowledge of arts provision in the community.

Creativity

Pass: Showing commitment in creative activities.

Communication

Pass: A basic understanding of effective communication and an ability to convey information.

Certificates

Results are confirmed through the issuing of digital certificates to those who have achieved the award, subject to payment being received. Paper certificates are available for an additional fee.

Achieving a Silver Arts Award

Qualification requirements

Learners can work at their own pace for this qualification and they record their progress in an arts portfolio. This provides the evidence for the adviser to assess and for the moderator to validate. Arts portfolios can be created in any format. Learners can use written, visual and digital methods to record work for their evidence.

To pass unit 1 and unit 2 of Silver Arts Award, learners are required to create an individual arts portfolio that demonstrates how they meet all of the following requirements:

Unit 1: Arts practice and pathways

Arts challenge

◗ Identify and plan an arts challenge (part A)
◗ Implement and review the arts challenge (part B)

Arts pathways

◗ Review arts events/experiences (part C)

◗ Undertake arts research (part D)

Unit 2: Arts leadership

Plan the project

◗ Identify leadership role and plan the project's aims (part A)

◗ Plan the practical issues (part B)

Deliver the project

◗ Effective arts leadership (part C)

◗ Working effectively with others (part D)

Review the project

◗ Review the project and development of leadership skills (part E)

Further information is contained in the Arts Award Bronze & Silver Adviser Toolkit provided when attending Arts Award adviser training. Visit artsaward.org.uk/training.

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their portfolios
Unit 1 Part A: Plan an arts challenge	◗ Their strengths, weaknesses and aspirations within their chosen art form ◗ How to set a challenge that will develop their arts skills ◗ How to draw up and manage an action plan ◗ What they must do to achieve their challenge through setting specific targets	◗ Reflection on their strengths and weaknesses within their chosen art form ◗ Details of the challenge they have set and why they have chosen it ◗ An action plan detailing how the challenge will be implemented
Unit 1 Part B: Implement and review the arts challenge	◗ How to record their progress and development throughout their challenge ◗ Who will assist them and where to find help ◗ How to monitor progress and review targets ◗ How to share their work with others and gather and reflect on feedback	◗ Ongoing evidence of their progress as they undertake the arts challenge, for example, activity logs, annotated photographs, recordings, blogs, ongoing review of milestones and targets ◗ Someone else's review of their challenge ◗ Their own final review and reflection on their challenge
Unit 1 Part C: Review arts events	◗ Knowledge and understanding of the art form ◗ An understanding of the nature and purpose of a review ◗ How to review an arts event/experience using language appropriate to the art form ◗ Where and how to share their review with others	◗ Evidence of arts event(s)/experience(s), for example, programme, URL, postcards, tickets, photographs, CD or DVDs ◗ Reviews in any appropriate format, including comments on the artistic qualities and creative impact of the event(s)/experience(s) ◗ Evidence of how the review was shared with others
Unit 1 Part D: Arts research	◗ An understanding of the career development of arts practitioners and the ways in which they work within their art form ◗ How to participate in arts provision ◗ What future education, career pathways and opportunities are available in their chosen art form	◗ Information about meeting arts practitioners and what they have learnt about practitioners' career development and work (through workshops, events or other ways) ◗ Evidence of research in the arts, for example: – Education pathways – Career pathways – Other opportunities within their art form ◗ A summary in their own words of what they have found out within this part and what influence it has had on them

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their portfolios
Unit 2 Part A: Plan a leadership project	◗ An understanding of leadership skills and qualities ◗ Their leadership role within the arts project ◗ How to establish the project's artistic aims and scope ◗ How to assess the interest and abilities of the participants and/or audience ◗ How to develop an appropriate project plan	◗ Details of the leadership skills they wish to develop ◗ A description of the arts project chosen, its aims and scope ◗ A description of their leadership role within the project and how it will support development of their leadership skills ◗ If working in a team, how their role relates to the roles of others
Unit 2 Part B: Plan the practical issues	◗ How to share arts activities and skills with others ◗ How to promote the project ◗ How to identify and/or develop resources ◗ Where to seek advice and support ◗ How they will manage risk ◗ How to evaluate their leadership development through reflection and feedback	◗ A project plan detailing, but not limited to: - Practical issues - Timescales - How they will promote the project - How they will recruit the participants - How they will deliver the project - How they will collect feedback and evaluate their ongoing leadership skills development ◗ Any other relevant evidence/notes
Unit 2 Part C: Effective arts leadership	◗ How they are developing and applying their leadership skills ◗ How they are following and, where necessary, amending their plans ◗ How to offer appropriate help to others, taking participants' needs into account ◗ The limits of their roles and responsibilities ◗ Relevant health and safety issues	◗ Evidence of delivery of the project, for example, diary logs, recordings, annotated photographs, printed materials, details of meetings and discussions ◗ Ongoing reflection on where and how they are developing and applying their leadership skills during the delivery of the project
Unit 2 Part D: Working effectively with others	◗ How to co-operate and work well with others ◗ How to communicate in different situations ◗ How to make and keep commitments to others ◗ How to resolve problems that arise ◗ Where to get ongoing advice and support ◗ Ongoing reflection on the progress of their arts project and how their leadership skills are developing	◗ Evidence of how they are working with others ◗ Evidence of how they are resolving problems that arise ◗ Evidence of how they are collecting feedback from others both about the project and their leadership and communication skills
Unit 2 Part E: Leadership project review	◗ How to assess their development as a leader ◗ Whether the project plan worked well or not ◗ How to evaluate the project in terms of delivery, resources and the outcome ◗ Whether the project was appropriate for the participants ◗ How to evaluate working relationships within the project ◗ How to collect and interpret feedback	◗ A review of the project in any format to include, but not be limited to: - Reflection on how they have developed their leadership skills - Reflection on how their project plan worked - The overall achievements, successes and challenges of the project - What they have learnt about working effectively with others - What they have learnt from the feedback they received - What they would do differently in future

Assessment

For Silver Arts Award, the adviser assesses learners in the following areas:

◗ Art form knowledge and understanding
◗ Creativity
◗ Planning and review
◗ Communication

Only an Arts Award adviser trained at Silver Arts Award level can assess the work. A marksheet should be completed for all learners entered for Arts Award. The adviser assesses each of the portfolios against the requirements in the 'What the young people should demonstrate through their evidence' and 'Evidence required in their portfolios' sections and against the assessment criteria.

Arts Award qualifications are not allocated different grades or pass levels, so each arts portfolio will be assessed as either a pass or a below pass.

Arts Award qualifications are internally assessed and externally quality assured. The centre may be required to provide a sample of portfolios for moderation. At moderation the role of the moderator is not to reassess the work, instead they are looking for consistency of approach across the adviser's marking and to establish if the correct marking decisions were made by the adviser.

Silver Arts Award assessment criteria

Advisers look at the evidence in the portfolio to ensure learners are working at the required level as described in the assessment criteria.

Art form knowledge and understanding

Pass: An understanding of how to develop own arts practice and arts leadership skills, underpinned by knowledge of own art form and its relationship to arts provision in the community.

Creativity

Pass: Artistic imagination in their own art form and the ability to implement appropriate responses to challenges.

Planning and review

Pass: Ability to analyse situations and design appropriate plans of action and the ability to review outcomes.

Communication

Pass: A practical understanding of effective communication in a range of situations and the ability to convey information and provide some justification for their approach.

Certificates

Results are confirmed through the issuing of digital certificates to those who have achieved the award, subject to payment being received. Paper certificates are available for an additional fee.

Achieving a Gold Arts Award

Qualification requirements

Learners can work at their own pace for this qualification and they record their progress in an arts portfolio. This provides the evidence for the adviser to assess and for the moderator to validate. Arts portfolios can be created in any format. Learners can use written, visual and digital methods to record work for their evidence.

To pass unit 1 and unit 2 of Gold Arts Award, learners are required to create an individual arts portfolio that demonstrates how they meet all of the following requirements:

Unit 1: Personal arts development

◗ Extend own arts practice (part A)
◗ Identify and participate in development opportunities within the wider arts sector (part B)
◗ Research advanced practitioners and review arts events/experiences (part C)
◗ Form and communicate a view on an arts issue (part D)

Unit 2: Leadership of an arts project

Plan the project

◗ Identify the project aims and outcomes (part A)
◗ Organise the people and resources (part B)

Deliver the project

◗ Manage the effectiveness of the project (part C)
◗ Manage a public showing of the work (part D)

Review their leadership of the project

◗ Review their leadership development and find effective ways to collect and evaluate feedback from participants, audience members and other stakeholders (part E)

Further information is contained in the Arts Award Gold Adviser Toolkit, provided when attending Arts Award adviser training. Visit artsaward.org.uk/training.

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their portfolios
Unit 1 Part A: Extend own arts practice	◗ Identification of a main art form/arts practice and development of skills within a new art form/genre/arts practice ◗ Understanding of the relationship between their own arts practice and current professional practice in their art form ◗ A new piece of art work or arts practice ◗ Sharing of the new art work ◗ How to collect feedback and evaluate their overall development	◗ Details of their main art form/arts practice ◗ Details of the new art form/genre/arts practice and why they have chosen it ◗ A skills development plan ◗ Evidence of working with a practitioner experienced in the new art form/genre/arts practice ◗ Evidence of progress ◗ Evidence of the new art work ◗ Evidence of sharing the new art work ◗ Feedback from others ◗ A final review, including reflection on the new skills developed and the influence this has had on their main art form/arts practice
Unit 1 Part B: Career development opportunities in the arts	◗ Research into sources of information ◗ Research into development opportunities ◗ Active participation in practical activities ◗ How to evaluate experiences	◗ Evidence of research into opportunities to participate in the arts ◗ A description of what they did on their placement/volunteering/training/workshops ◗ Reflection on how the experiences have supported their learning and arts development ◗ Comments about their participation from the practitioners leading the placement/volunteering/training/workshops
Unit 1 Part C: Research practitioners and review arts events	◗ How to conduct active research into arts practitioners and organisations ◗ How practitioners manage and sustain their arts practice ◗ Increased knowledge and understanding of an art form ◗ An understanding of the nature and purpose of a review ◗ How to review arts events/experiences using language appropriate to the art form, including aspects such as artistic qualities and creative impact ◗ Consideration of how their experiences have influenced them	◗ Research into more advanced arts practitioners, their work and any organisations that support them, including details of any contact with the more advanced arts practitioners chosen or others involved with their work ◗ Reviews of relevant arts events/experiences ◗ Reflection on how their research and experiences have influenced their own arts practice and/or plans and how they might develop their arts practice in the future
Unit 1 Part D: Form and communicate a view on an arts issue	◗ An understanding of current issues within the arts ◗ Research into an issue of interest or relevance to them ◗ Different viewpoints on the issue, including public opinion and opinions that support, and differ from, their own ◗ How to present and communicate their views to others effectively and persuasively	◗ A description of the arts issue and why they have chosen it ◗ Evidence of research into a range of views about the issue, both supporting and differing from their own views ◗ Reflection on the research and how it has influenced their views ◗ The final argument they have built up about the issue ◗ Evidence of how the final argument was shared with others and their feedback

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their portfolios

Unit 2 Part A: Leadership project aims and outcomes	▶ An understanding of effective arts leadership, including the identification of a distinct leadership role
	▶ How to establish the project's aims and desired outcomes
	▶ How to provide the creative stimulus for an arts project including a public showing
	▶ How to ensure the project is relevant to its participants/audience
	▶ Development of an appropriate project plan
		▶ A project plan, detailing, but not limited to:
		  - Identification of the qualities of a leader
		  - A description of their role and the specific leadership skills they want to develop
		  - A description of the project, its aims and desired outcomes
		  - How their role relates to the roles of others (if any)
		  - Plans for monitoring progress and collecting feedback

Unit 2 Part B: Organise people and resources	▶ How to organise participants and/or others involved in the project
	▶ How to access suitable equipment, resources and/or venues
	▶ How to budget and, where appropriate, access funding
	▶ How to conduct a straightforward risk assessment
	▶ How to deal with contingencies associated with the type of project
	▶ Who to contact for advice and/or assistance
	▶ The health and safety, legislation, licensing and insurance requirements, as appropriate
	▶ The most appropriate ways of showing/sharing the work publicly
	▶ Their plans for evaluating their leadership skills throughout the project
		▶ A project plan, detailing but not limited to:
		  - Practical issues
		  - Timescales
		  - Promotion of the project
		  - How they will deliver the project
		  - Their plans for the public showing of the project (see part D)
		  - Risk assessment
		  - Consideration of health and safety issues
		  - Consideration of any other relevant legislation
		  - How they will evaluate their leadership development

Unit 2 Part C: Manage the project	▶ How they are developing and applying their chosen leadership skills ▶ How they are implementing and, where necessary, amending their plans ▶ How to inspire, motivate and work effectively with participants ▶ How to communicate clearly and effectively with participants and others involved in the project ▶ How to manage time and resources effectively, including budgets where appropriate ▶ How to respond to unexpected and/or emergency situations	▶ Evidence of the delivery of the project, for example, diary logs, recordings, annotated photographs, printed materials, details of meetings and discussions ▶ Reflection on where and how they are developing and applying their chosen leadership skills and how they are inspiring and motivating others, leading creatively, responding to and resolving problems, and working with and supporting others ▶ Evidence of how they are collecting feedback from others, both about the project and about their leadership abilities
Unit 2 Part D: Manage a public showing	▶ How to make the necessary arrangements for a public showing/sharing of the work ▶ How to advertise and promote the event effectively ▶ How to deliver the event effectively ▶ How to collect feedback on the event and their leadership skills from different sources	▶ Details of how the project will be shown/shared publicly ▶ Their responsibilities in relation to the public showing/sharing ▶ Details of how they have organised people and resources ▶ Delivery of the public showing/sharing ▶ Ongoing reflection on where and how they are developing and applying their chosen leadership skills while managing the event ▶ Feedback from participants and audience members

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their portfolios

Unit 2 Part E: Leadership project report	▶ Reflection on how they developed their chosen leadership skills
	▶ Reflection on the success and challenges of the project in terms of planning, delivery, resources and outcome
	▶ How the project contributed to their development in the following areas:
	  - Art form knowledge and understanding
	  - Creativity in arts practice
	  - Planning and review skills
	  - Communication skills
	▶ How to interpret and evaluate feedback from different interest groups
	▶ How to construct a project report
	▶ How the design of similar projects might differ in the future
		▶ A project report including, but not limited to:
		  - How their chosen leadership skills have developed
		  - How the project has developed their art form knowledge and understanding, creativity in arts practice, planning and review skills and their communication skills
		  - How well their project plan worked
		  - Achievements, successes and challenges
		  - What they have learnt about working effectively with others
		  - What they have learnt from the feedback they received
		  - What they would do differently in future in terms of improving the project

Assessment

For Gold Arts Award, the adviser assesses learners in the following areas:

▶ Art form knowledge and understanding

▶ Creativity

▶ Planning and review

▶ Communication

Only an Arts Award adviser trained at Gold Arts Award level can assess the work. A marksheet should be completed for all learners entered for Arts Award. The adviser assesses each of the portfolios against the requirements in the 'What the young people should demonstrate through their evidence' and 'Evidence required in their portfolios' sections and against the assessment criteria.

Arts Award qualifications are not allocated different grades or pass levels, so each arts portfolio will be assessed as either a pass or a below pass.

Arts Award qualifications are internally assessed and externally quality assured. The centre may be required to provide a sample of portfolios for moderation. At moderation the role of the moderator is not to reassess the work, instead they are looking for consistency of approach across the adviser's marking and to establish if the correct marking decisions were made by the adviser.

Gold Arts Award assessment criteria

Advisers look at the evidence in the arts portfolios as a whole in order to find one notable example of each of the assessment criteria listed below.

Art form knowledge and understanding

Pass: Understanding of the skills, knowledge and working practices relevant to the young person's own art form and the ability to take responsibility for own art form development.

Creativity

Pass: Demonstrating artistic imagination and originality and demonstrating a range of creative responses which are appropriate and new to the young person.

Planning and review

Pass: Able to evaluate and use information to design imaginative plans which can deal with unfamiliar or unexpected problems and able to analyse and reflect on the success of the plan, drawing appropriate conclusions.

Communication

Pass: Demonstrate an ability to communicate complex ideas with some skill, differentiating effectively between various types of audience and an ability to mount persuasive arguments in support of their own views or opinions.

Certificates

Results are confirmed through the issuing of digital certificates to those who have achieved the award, subject to payment being received. Paper certificates are available for an additional fee.

Complaints, result reviews and appeals

We strive to ensure that all our centres, advisers and learners have a positive experience. However, we recognise that occasionally things do not always run as smoothly as we would like. If you are unhappy with any aspect of Trinity's service, please contact us. You should raise your concern through contacting the Trinity helpdesk in the first instance. We will then either be able to solve the problem or advise you how to take your complaint further.

Information about our complaints policy, academic investigations and appeals policy and re-mark procedure, which govern how complaints are handled by Trinity, are available on the Trinity website at trinitycollege.com/policies and trinitycollege.com/appeals.

Trinity also delivers a range of qualifications in music, drama, and English language, so for clarity, advisers should specifically read the 'clerical check' and 're-mark' information and provide details in the form about which service is required.

We ask that you help us in any investigation into your concerns by co-operating fully and providing all necessary information.

Reasonable adjustments

Trinity is committed to creating an inclusive environment where learners with special educational needs are able to demonstrate their skills and feel welcomed. We aim to make our qualifications accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary.

For further information about reasonable adjustments, visit artsaward.org.uk/accessibility.

Please refer to the Arts Award website to ensure you are using the latest version of this document.