

Silver Arts Award Qualification Specification

We are delighted to introduce the Trinity College London specification for Silver Arts Award.

Purpose of this specification

This specification document provides key information about the structure, content and administration of the Trinity Level 2 Award in the Arts, known as Silver 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.

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

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.

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).

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

Progression opportunities

After Silver Arts Award, learners may wish to progress onto 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 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ A project plan detailing, but not limited to: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ A review of the project in any format to include, but not be limited to: <ul style="list-style-type: none"> - 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 arts logs/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 certificates for the successful achievement of an award. Arts Award Bronze certificates are issued in digital format 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, 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.