

Vocational Contingency Regulatory Framework (VCRF): Delivery and evidence guidance, Discover, Explore and Bronze

The following guidance is provided to supplement the Arts Award Adviser Toolkit for the Discover, Explore and Bronze awards. This document should not be used in isolation and is offered to aid advisers in adjusting their Arts Award programme delivery in response to ongoing restrictions related to coronavirus and in the event of further lockdowns or school and business closures.

Arts Award qualifications need to be completed in full to the required standard of the level undertaken and work evidenced in an Arts Award arts log or portfolio. Arts logs and portfolios are internally assessed by an Arts Award adviser and at Explore and Bronze level externally moderated by Trinity College London. Centres requiring further adaptations should visit artsaward.org.uk/adaptedassessment for more information.

Arts Award Discover

	Evidence required in the arts log	Acceptable delivery approaches
Part A – Discover	<ul style="list-style-type: none"> At least two art forms identified Participation in at least one arts activity 	<ul style="list-style-type: none"> Participation in the arts can take place in the centre or at home. Young people can be supported by parents/guardians/household members to participate in activity in lieu of the adviser. Participation can be in any art form with suitable resources provided or signposted to by the adviser. Resources could be online or provided in physical packs. Participation can be via face-to-face if this can be done safely, or online workshops.
Part B – Find out	<ul style="list-style-type: none"> A record of what they have found out about at least one artist 	<p>Social distancing requirements may mean meeting artists face to face and physical visits to see artists work at theatres, museums or galleries may be limited.</p> <p>Advisers should consider alternative ways young people can research artists and their work including:</p> <ul style="list-style-type: none"> Websites Pre recorded films/ video / podcasts, radio programmes Books

		<ul style="list-style-type: none"> ▪ Written or recoded interviews ▪ Artists living or working in the local community <p>Artists can be professional, amateur, local or national and current or historical. Artists must not be fictional.</p> <p>In exceptional circumstances, advisers can provide source material to support young people expand their understanding of artists and, work with young people to summarise their learning. However, advisers must ensure that any support that is provided enables the young person to demonstrate their own independent fulfilment of the learning outcomes. <i>Eg: young people and advisers discuss artists of interest and a selection of artists are identified that the adviser presents detailed research on. Young people make choices on the artist they want to focus on, they identify the artistic practice of the artist and are supported to individually evidence what they found out in their arts log.</i></p>
<p>Part C - Share</p>	<ul style="list-style-type: none"> ▪ Which parts of their enjoyment and learning were shared and who they were shared with 	<ul style="list-style-type: none"> ▪ Young people can share their enjoyment and learning in any suitable format ▪ Sharing can be at the centre or at home with household members. ▪ A record of the sharing should be included in the arts log.

Arts Award Explore

	Evidence required in the arts log	Acceptable delivery approaches
Part A – Take part (previously called 'inspire')	<ul style="list-style-type: none"> ▪ A record of taking part in more than one arts activity ▪ Identification of what they have learnt from taking part in these arts activities 	<ul style="list-style-type: none"> ▪ Participation in the arts can take place in the centre or at home. Young people can be supported by parents/guardians/household members to participate in activity in lieu of the adviser. ▪ Participation can be in any art form with suitable resources provided or signposted to by the adviser. Resources could be online or provided in physical packs. ▪ Participation can be via face-to-face if this can be done safely, or online workshops. ▪ Young people should be supported to identify what they learnt from participating in the activities in any suitable format. ▪ Activities can be undertaken at home supported by parents/carers/household members however, advisers should provide suitable resources for participation and prompt questions to support reflection on learning.
Part B - Explore	<ul style="list-style-type: none"> ▪ A record of what they have found out about the work of artists ▪ A record of what they have found out about the work of arts organisations 	<p>Social distancing requirements may mean meeting artists face to face and physical visits to theatres, museums or galleries may be limited.</p> <p>Advisers should consider alternative ways young people can research artists and arts organisations and their work including:</p> <ul style="list-style-type: none"> ▪ Websites ▪ Pre-recorded films/ video / podcasts, radio programmes ▪ Books ▪ Written or recoded interviews ▪ Artists living or working in the local community <p>At Explore level internet research is sufficient however young people should be encouraged to identify a range of information about the arts related career of the artist and arts related work of the organisation.</p> <p>Artists can be professional, amateur, local or national and current or historical. Artists must not be fictional.</p> <p>In exceptional circumstances, advisers can provide source material to support young people expand their understanding of artists and arts organisations and work with young people to summarise their learning. However, advisers must ensure that any support that is provided enables the young person to demonstrate their own independent fulfilment of the learning outcomes, specifically the art form knowledge and understanding and communication criteria.</p>

		<p><i>Eg: young people and advisers discuss artists and arts organisations and their work. Advisers should be directed by young people on the artists and organisations they would like more information on. Advisers provide research from a wide range of sources for more than one artist and organisation. Young people make choices on the arts related work of the artist and organisation they want to focus on, they identify the artistic practice of the artist and organisation and are supported to individually evidence what they found out in their arts log.</i></p>
<p>Part C - Create</p>	<ul style="list-style-type: none"> ▪ A record of the process of creating their art work ▪ A record of their final art work 	<p>Young people can create art work in any suitable art form.</p> <p>Young people can be supported to undertake activities at the centre or home with the support of parents, guardians or household members.</p> <p>Advisers will need to provide suitable resources and guidance for young people to complete activities in the home environment.</p> <p>Advisers must ensure the process of making art work is recorded and included in arts logs.</p>
<p>Part D- Share (previously called 'present')</p>	<ul style="list-style-type: none"> ▪ 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 	<p>Young people can share their enjoyment and learning in any suitable format.</p> <p>Advisers must work with young people to identify suitable information to be shared and the way in which sharing will take place.</p> <p>Sharing can be at the centre or at home with household members and delivered in any format including:</p> <ul style="list-style-type: none"> ▪ Presentations ▪ 1:1, group sharing activities ▪ Live or recorded webinar ▪ Blog, school newspaper, newsletters ▪ Classroom displays <p>A record of the sharing should be included in the arts log.</p>

Bronze Arts Award

	Evidence required in the portfolio	Acceptable delivery approaches	Further information
Part A – Explore the arts as a participant	<ul style="list-style-type: none"> ▪ 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 interest, knowledge and skills have developed 	<p>Participation in the arts can take place in the centre or at home. Young people can be supported by parents/guardians/household members to participate in activity in lieu of the adviser.</p> <p>Participation can be in any art form with suitable resources provided or signposted to by the adviser. Resources could be online or provided in physical packs.</p> <ul style="list-style-type: none"> ▪ Young people should be supported to identify what they learnt from participating in the activities in any suitable format. ▪ Activities can be undertaken at home supported by parents/carers/household members however, advisers should provide suitable resources for participation and prompt questions to support reflection on learning. <p>Participation can be via face-to-face if this can be done safely, or online workshops.</p>	<p>Adviser must ensure that arts activities focus on the development of young people’s skills and young people are provided with the opportunity and scope to develop their art form knowledge and understanding and creativity at Level 1.</p>
Part B – Explore the arts as an audience member	<ul style="list-style-type: none"> ▪ Evidence of attending at least one arts event/ experience, for example programme, URL, postcards, photographs, CDs or DVDs ▪ Evidence of personal reflection on the event(s)/experience(s) and their creative impact 	<p>Social distancing requirements may mean that physical visits to theatres, museums or galleries, or visiting companies or artists to your centre may be limited. Advisers should consider alternative ways young people can access quality arts experiences via other means. This can include:</p> <ul style="list-style-type: none"> ▪ Recorded/live streamed theatre productions ▪ Online galleries and museum collections ▪ Films ▪ TV series ▪ Podcasts 	

	<ul style="list-style-type: none"> Evidence of communicating/sharing personal reflection with at least one other person 	<ul style="list-style-type: none"> Concerts (classical or contemporary) Books (including online via audible / libraries etc) Street art tour Radio programme / radio play <p>Advisers should discuss opportunities with young people that meet their interests and are focussed on the arts.</p> <p>Advisers may need to steer young people on the creative impact of what they have seen in the same way they would for live experiences.</p> <p>Young people can share their reviews in any suitable format eg</p> <ul style="list-style-type: none"> Blogs Social media Online meet ups / webinars Arts Award Voice Family or peers (face to face if this can be done safely, or digitally) Class displays Newsletters <p>Evidence must be included in the portfolio of how reviews have been shared.</p>	
<p>Part C - Arts inspiration</p>	<ul style="list-style-type: none"> 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 have learnt about that person's arts practice, career, life and work 	<p>Social distancing requirements may mean meeting artists face to face and physical visits to see artists work at theatres, museums or galleries may be limited.</p> <p>Advisers should consider a range of ways young people can research artists their work including:</p> <ul style="list-style-type: none"> Websites Pre-recorded films/ video / podcasts, radio programmes Books Written or recoded interviews Artists living or working in the local community 	<p>In exceptional circumstances, advisers can provide source material to support young people expand their understanding of artists and, work with young people to summarise their learning. However, advisers must ensure that any support that is provided enables the young person to demonstrate their own independent fulfilment of the learning outcomes,</p>

		<p>At Bronze level internet research is sufficient however, young people are expected to identify a range of sources of information in their research into their chosen artist.</p> <p>Advisers should provide signposting to a range of sources of information to ensure young people develop their art form knowledge and understanding at Level 1.</p> <p>Young people should avoid copying text from Wikipedia pages.</p> <p>Young people should identify a range of information making choices about information to select as part of their summary.</p> <p>The summary about their chosen artist can be developed in any suitable format.</p>	<p>specifically, the art form knowledge and understanding and communication criteria.</p> <p><i>Eg: young people and advisers discuss artists, their work and arts career. Advisers should be directed by young people on the artist they would like more information on and discuss where more information can be found. Advisers provide research from a wide range of sources using key words and search terms provided by the young person. Young people make choices on the arts related work of the artist they want to focus on, they identify the artistic practice and careers and evidence what they found out and learnt via a personal summary.</i></p> <p><i>Evidence of the discussions with the adviser and the research should be included as evidence in the portfolio.</i></p> <p><i>It should be clearly evidenced where the adviser has needed to provide additional support and why.</i></p>
<p>Part D - Arts skills share – passing on arts skills to others</p>	<ul style="list-style-type: none"> ▪ 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 	<p>Young people can develop plans of their skill share in any suitable format.</p> <p>Young people should include contingency plans in the event their skills share needs to change or be delivered digitally or remotely at short notice.</p> <p>Advisers should work with young people to identify suitable skills share activities which focus on the arts skills development for the participants.</p>	

		<p>Skills shares can be delivered in any suitable format</p> <ul style="list-style-type: none">▪ Face to face if this can be done safely, or online workshops▪ At home with household members▪ Pre recorded' how to' videos, podcasts or webinars▪ Written publications or guides <p>Young people must ensure they have participants for their skill share who can provide feedback</p> <p>Young people can use digital tools such as social media, digital white boards and online forms to gather feedback.</p>	
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