

## Gold Arts Award Qualification Specification

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

### Purpose of this specification

This specification document provides key information about the structure, content and administration of the Trinity Level 3 Certificate in the Arts, known as Gold Arts Award.

## Introduction

### Why choose Arts Award?

The Arts Award qualifications are designed to inspire learners up to the age of 25 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/adviserhub](https://artsaward.org.uk/adviserhub) and [artsawardvoice.com](https://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, working with 10 regional bridge organisations. Bridge organisations are funded by Arts Council England with the remit of connecting the arts and cultural sector with the education sector, so that children and young people can have access to great arts and cultural opportunities. Visit [artsaward.org.uk/regions](https://artsaward.org.uk/regions)

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 is an international awarding organisation with a rich heritage of academic rigour and a positive, supportive approach to assessment. With over 140 years' experience, we offer recognised and respected qualifications across a unique spectrum of communicative and performance skills. From music, drama and arts activities to English language, each year over 700,000 candidates in over 60 countries take a Trinity assessment and our international network is growing fast.

Trinity offers more than just specifications and assessments. Working closely with partners across education and industry, we aim to devise authentic, innovative approaches to assessment and associated support resources specifically designed to help teachers teach and learners to progress. We believe it is important for learners to make their own choices and for assessments to reflect their interests. This motivates learners and makes our assessments relevant and enjoyable.

For more information about our full range of qualifications, visit [trinitycollege.com](http://trinitycollege.com)

## Qualification information

### Aims of the qualification

Gold Arts Award aims to enable learners to develop an understanding of the skills, knowledge and working practices relevant to their own art form and the ability to take responsibility for their own art form development, to show their artistic imagination and originality, demonstrating a range of creative responses which are appropriate and new to the learner. They show 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 the plan and drawing appropriate conclusions. It aims to enable learners to demonstrate an ability to communicate complex ideas with some skill, differentiating effectively between various types of audience with the ability to mount persuasive arguments in support of their own views or opinions.

Learners do this by working as artists, extending and broadening their arts activity, developing skills within their own art form or arts practice and gaining experience of an art form, genre or practice that is new to them. They produce new work in their main art form that either integrates, or is influenced by, the new art form, genre or practice. They learn how their practice relates to the arts sector as a whole, by working with professional artists and arts organisations through accessing training opportunities, volunteering or work placements. They research artists' work and review arts events. They investigate an issue within the arts and form and communicate a personal view on it.

They also develop leadership skills and their understanding of what being an effective leader involves, through being responsible for the planning, organisation, promotion, delivery and review of a project for a public audience. They create a personal arts portfolio evidencing their experiences in a format of their choice.

### 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/adviserhub](http://artsaward.org.uk/adviserhub)

Qualification title	Title on regulator 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.

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 up to the age of 25, with Bronze, Silver and Gold Arts Award open to learners from age 11 up to 25.

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 designed for ages 5-9 (particularly for Key Stage 1 and lower Key Stage 2) but is open to anyone aged up to 25.	Arts Award Explore is designed for ages 7-11 (particularly for upper Key Stage 2) but is open to anyone aged up to 25.	Bronze Arts Award is designed for ages 11-14 but is open to anyone aged from 11 up to 25. This qualification is working at the same standard as GCSE grades D-G/3-1.	Silver Arts Award is designed for ages 14-16 but is open to anyone aged from 11 up to 25. This qualification is working at the same standard as GCSE grades A*-C/9-4.	Gold Arts Award is designed for ages 16 plus but is open to anyone aged from 11 up to 25. 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](https://artsaward.org.uk/qualification)

## Progression opportunities

Silver and Gold Arts Award support progression into and achievement of apprenticeships related to the arts and cultural sector as well as direct progression into further training and employment. Learners doing their apprenticeship through the Community Arts framework can use Silver and Gold Arts Award as the knowledge certificate.

Trinity also offers qualifications for learners wanting to specialise in developing skills in drama, communication skills, musical theatre and classical, 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 [Learning Aim Reference Service \(LARS\)](#).

## Arts Award delivery

### Arts Award centres

Learners take part in the award at Arts Award centres, which may be arts organisations, schools, museums, youth clubs, community centres or any other setting that can support learners to take part in the arts. In order to offer Arts Award, centres must register with Trinity and have at least one trained adviser at the appropriate level. Parts of the award can be undertaken away from the centre. Activities may be directly supported and delivered by the trained adviser but may also be accessed independently by the learner with support from others.

### Arts Award advisers

Advisers must have successfully completed a training course relevant to the level they wish to run and be engaged by a centre. They can then support learners to work towards their award and act as mentors and/or facilitators. Advisers enable learners to access the required activities and support them to organise their evidence of participation in their arts portfolios. Arts Award advisers are also the primary assessors of the learners' work and are responsible for assessing it using the framework and assessment criteria in the Arts Award manual (known as the Toolkit). Trinity moderates the adviser's assessment through a sampling process.

For information about costs for training, certification and moderation, visit [artsaward.org.uk/costs](https://artsaward.org.uk/costs)

## 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 work, digital, online portfolio or appropriate social platforms to record work for their evidence.

To pass Gold Arts Award, learners are required to create an individual arts portfolio which demonstrates how they meet the following requirements:

#### Unit 1 – personal arts development

- ▶ extend own arts practice
- ▶ identify and participate in development opportunities within the wider arts sector
- ▶ research advanced practitioners and review arts events
- ▶ form and communicate a view on an arts issue

#### Unit 2 – leadership of an arts project

##### plan the project

- ▶ identify the project aims and outcomes
- ▶ organise the people and resources

## deliver the project

- manage the effectiveness of the project
- manage a public showing of the work

## review their leadership of the project

- review their leadership development and find effective ways to collect and evaluate feedback from participants, audience and other stakeholders

Further information is contained in the Arts Award Bronze, Silver & Gold Adviser Toolkit, provided when attending Arts Award adviser training. Visit [artsaward.org.uk/training](https://artsaward.org.uk/training)

Arts Award section	What learners should demonstrate through their evidence	Evidence required
Unit 1 Part A: extend own arts practice	<ul style="list-style-type: none"> <li>identification of a main art form/practice and development of skills within a new art form</li> <li>development of new arts pathways</li> <li>understanding of the relationship of their own arts activity to current arts practice</li> <li>a new piece of art work or arts practice</li> <li>sharing the new work</li> <li>how to collect feedback and evaluate their overall development</li> </ul>	<ul style="list-style-type: none"> <li>details of their main art form/practice</li> <li>details of the new art form/practice and why they have chosen it</li> <li>a skills development plan</li> <li>evidence of working with a practitioner experienced within the new art form or arts practice</li> <li>evidence of progress</li> <li>evidence of the new work</li> <li>evidence of sharing the new work</li> <li>feedback from others</li> <li>a final review, including reflection on the new skills developed and the influence they have had on their main art form/practice</li> </ul>
Unit 1 Part B: development opportunities within the wider arts sector	<ul style="list-style-type: none"> <li>research into sources of information</li> <li>research into development opportunities</li> <li>active participation in practical activities</li> <li>how to evaluate experiences</li> </ul>	<ul style="list-style-type: none"> <li>evidence of research into opportunities to participate in the arts</li> <li>a description of what they did on their placement/volunteering/training/workshops</li> <li>reflection on how their experiences have supported their learning and arts development</li> <li>comments about their participation from the practitioners leading the placement/volunteering/training/workshops</li> </ul>
Unit 1 Part C: research advanced practitioners and review arts events	<ul style="list-style-type: none"> <li>how to conduct active research into arts practitioners and organisations</li> <li>how practitioners manage and sustain their arts practice</li> <li>increased knowledge and understanding of an art form</li> <li>an understanding of the nature and purpose of a review</li> <li>how to review an arts event using language appropriate to the art form</li> <li>consideration of how their experiences have influenced them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>reviews of relevant arts events</li> <li>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</li> </ul>
Unit 1 Part D: form and communicate a view on an arts issue	<ul style="list-style-type: none"> <li>an understanding of current issues within the arts</li> <li>research into an issue of interest or relevance to them</li> <li>different viewpoints on the issue, including public opinion and opinions that support, and differ from, their own</li> <li>how to present their research and communicate their views to others effectively and persuasively</li> </ul>	<ul style="list-style-type: none"> <li>a description of the arts issue and why they have chosen it</li> <li>evidence of research into a range of views about the issue - both supporting, and differing from, their own views</li> <li>reflection on the research and how it has influenced their views</li> <li>a copy of the final argument they have built up about the issue</li> <li>evidence of how the final argument was shared with others and their feedback</li> </ul>

Arts Award section	What learners should demonstrate through their evidence	Evidence required
Unit 2 Part A: identify the project aims and desired outcomes	<ul style="list-style-type: none"> <li>▶ an understanding of effective arts leadership, including identification of a distinct leadership role</li> <li>▶ how to establish the project's aims and desired outcomes</li> <li>▶ how to provide the creative stimulus for an arts project including a public showing</li> <li>▶ how to ensure the project is relevant to its participants/audience</li> <li>▶ development of an appropriate project plan</li> </ul>	<ul style="list-style-type: none"> <li>▶ A project plan detailing (but not limited to):               <ul style="list-style-type: none"> <li>- reflection on the qualities needed</li> <li>- a description of their role and the specific leadership skills they want to develop</li> <li>- a description of the project, its aims and desired outcomes</li> <li>- how their role relates to the roles of others (if any)</li> <li>- plans for monitoring progress and collecting feedback</li> </ul> </li> </ul>
Unit 2 Part B: organise the people and resources required to run the project	<ul style="list-style-type: none"> <li>▶ how to organise participants and/or others involved in the project</li> <li>▶ how to access suitable equipment, resources and/or venues</li> <li>▶ how to budget and, where appropriate, access funding</li> <li>▶ how to conduct a straightforward risk assessment</li> <li>▶ how to deal with contingencies associated with the type of project</li> <li>▶ who to contact for advice and/or assistance</li> <li>▶ the health and safety, legislation, licensing and insurance requirements, as appropriate</li> <li>▶ the most appropriate ways of showing/sharing the work publicly</li> <li>▶ how they are developing their chosen leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>▶ a project plan detailing (but not limited to):               <ul style="list-style-type: none"> <li>- practical issues</li> <li>- timescales</li> <li>- promotion of the project</li> <li>- how they will deliver the project</li> <li>- how they will evaluate their leadership development</li> <li>- their plans for the public showing of the project (see Part D)</li> <li>- risk assessment</li> <li>- consideration of health and safety issues</li> <li>- consideration of any other relevant legislation</li> </ul> </li> </ul>
Unit 2 Part C: manage the effectiveness of the project	<ul style="list-style-type: none"> <li>▶ how they are developing and applying their chosen leadership skills</li> <li>▶ how they are implementing and, where necessary, amending their plans</li> <li>▶ how to inspire, motivate and work effectively with participants</li> <li>▶ how to communicate clearly and effectively with participants and others involved in the project</li> <li>▶ how to manage time and resources effectively, including budgets where appropriate</li> <li>▶ how to respond to unexpected and/or emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>▶ evidence of the delivery of the project, eg diary log, recordings, annotated photographs, printed materials, details of meetings and discussions</li> <li>▶ reflection on where and how they are developing and applying their chosen leadership skills, including inspiring and motivating participants, communicating, and dealing with resources and challenges</li> <li>▶ evidence of how they are collecting feedback from others, both about the project and about their leadership abilities</li> </ul>
Unit 2 Part D: manage a public showing of the work	<ul style="list-style-type: none"> <li>▶ how to make the necessary arrangements for a public showing/sharing of the work</li> <li>▶ how to advertise or promote the event effectively</li> <li>▶ how to deliver the event effectively</li> <li>▶ how to collect feedback on the event and their leadership skills from different sources</li> </ul>	<ul style="list-style-type: none"> <li>▶ details of how the project will be shown/shared publicly</li> <li>▶ their responsibilities in relation to the public showing/sharing</li> <li>▶ details of how they have organised people and resources</li> <li>▶ delivery of the public showing</li> <li>▶ ongoing reflection on where and how they are developing and applying their leadership skills while managing the event</li> <li>▶ feedback from participants and audience members</li> </ul>

Arts Award section	What learners should demonstrate through their evidence	Evidence required
Unit 2 Part E: arts leadership project report	<ul style="list-style-type: none"> <li>▶ reflection on how they developed their leadership skills</li> <li>▶ reflection on the success and challenges of the project in terms of planning, delivery, resources and outcome</li> <li>▶ how the project contributed to their development in the following areas:               <ul style="list-style-type: none"> <li>- art form knowledge and understanding</li> <li>- leadership and creativity in arts practice</li> <li>- planning and review skills</li> <li>- communication skills</li> </ul> </li> <li>▶ how to interpret and evaluate feedback from different interest groups</li> <li>▶ how to construct a project report</li> <li>▶ how the design of similar projects might differ in the future</li> </ul>	<ul style="list-style-type: none"> <li>▶ a project report including (but not limited to):               <ul style="list-style-type: none"> <li>- how their leadership skills have developed</li> <li>- how the project has developed their art form knowledge and understanding, communication skills, creativity in arts practice and planning and review skills</li> <li>- how well their project plan worked</li> <li>- achievements, successes and challenges</li> <li>- what they have learnt about working effectively with others</li> <li>- what they have learnt from the feedback they received</li> <li>- what they would do differently in future in terms of improving the project</li> </ul> </li> </ul>

## Assessment

Gold Arts Award assesses learners at Level 3 on the Regulated Qualifications Framework (RQF) in the following areas:

- ▶ art form knowledge and understanding
- ▶ creativity
- ▶ planning and review
- ▶ communication

Each arts portfolio is internally assessed by the trained adviser, in line with the requirements about what learners should demonstrate through their evidence, the specific evidence requirements and the assessment criteria. Arts Award qualifications are not allocated different grades or levels, so each portfolio will be assessed as either a pass or a below pass.

Gold Arts Award is externally moderated. This means the adviser's assessment is validated by a moderator from Trinity, by looking in detail at a sample of arts portfolios. Results are provided after the moderation and include a written summary of the moderation, with suggestions for future delivery. It is the adviser's responsibility to let the learners know the results.

## Gold Arts Award assessment criteria

Advisers look at the evidence in the arts portfolio 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 learners' own art form; the ability to take responsibility for own art form development

### Creativity

Pass: demonstrating artistic imagination and originality; demonstrating a range of creative responses which are appropriate and new to the learner

## Planning and review

Pass: able to evaluate and use information to design imaginative plans which can deal with unfamiliar or unexpected problems; 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; able to mount persuasive arguments in support of their own views or opinions

## Certificates

Gold Arts Award certificates are sent within four weeks of the moderation date and subject to payment being received. There is a fee for replacement certificates.

## Complaints, result reviews and appeals

### Complaints

If an adviser, centre or learner is dissatisfied with their Arts Award training or the moderation process, they can contact Trinity to complain. Complaints should be made in writing via the [artsaward.org.uk/contact](https://artsaward.org.uk/contact) page on the Arts Award website. The correspondence will be acknowledged within three working days and Trinity will normally respond within 10 working days. If the complaint involves questioning the result awarded, please use the process below.

### Result reviews and appeals

General enquiries about results or support with the delivery of Arts Award in a centre can be made via [artsawardenquiries@trinitycollege.co.uk](mailto:artsawardenquiries@trinitycollege.co.uk). Anyone wishing to make a formal enquiry about the result of a moderation, should complete the [enquiries about results form](#).

Information about the process for requesting a result review or appeal can be found at [trinitycollege.com/appeals](https://trinitycollege.com/appeals). Trinity also delivers a range of qualifications in music, drama, dance 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.

## Reasonable adjustments

Trinity is committed to creating an inclusive environment where learners with special 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.

Reasonable adjustments for Arts Award include:

- ▶ accessible formats of materials
- ▶ requests for additional time at moderation for the adviser to explain specific communication methods used
- ▶ requests for exceptions when learners are unable to meet the moderator

For further information about reasonable adjustments, visit [artsaward.org.uk/accessibility](https://artsaward.org.uk/accessibility)