

## 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 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

Silver Arts Award aims to enable learners to have an understanding of how 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, demonstrate their artistic imagination in their own art form and the ability to implement appropriate responses to challenges. It also aims to develop their ability to analyse situations, design appropriate plans of action and review outcomes and to demonstrate effective communication in a range of situations, showing an ability to convey information and provide some justification for their approach.

Learners do this by exploring opportunities to extend their own knowledge of, and interests in, the arts and develop their art form skills through planning, implementing and reviewing a personal arts challenge appropriate to their understanding and ability. They review arts events and find out more about the arts through meeting and working with arts practitioners, researching arts organisations and exploring future education and career pathways. They reflect on what they have learnt and how this may influence their future choices.

They also work under professional supervision to develop specific personalised leadership skills through taking the lead in planning, delivering and reviewing an arts project. 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.

\* 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.	<b>Silver Arts Award is designed for ages 14–16 but is open to anyone aged from 11 up to 25.</b> <b>This qualification is working at the same standard as GCSE grades A*–C/9–4.</b>	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

After Arts Award Silver, learners may wish to progress onto Gold Arts Award. 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 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 work, digital, online portfolio or appropriate social platforms to record work for their evidence.

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

### Unit 1 – arts practice and pathways

#### arts challenge

- ▶ identify and plan an arts challenge
- ▶ implement and review the arts challenge

#### arts pathways

- ▶ review arts events
- ▶ undertake arts research

### Unit 2 – arts leadership

#### plan the project

- ▶ identify leadership role and plan the project's aims
- ▶ plan the practical issues

## deliver the project

- ▶ effective arts leadership
- ▶ working effectively with others

## review the project

- ▶ review the project and leadership role

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: identify and plan an arts challenge	<ul style="list-style-type: none"> <li>▶ their strengths, weaknesses and aspirations within their chosen art form</li> <li>▶ how to set a challenge that will develop their arts skills</li> <li>▶ how to draw up and manage an action plan</li> <li>▶ what they must do to achieve their challenge through setting specific targets</li> </ul>	<ul style="list-style-type: none"> <li>▶ reflection on their strengths and weaknesses within their art form</li> <li>▶ details of the challenge they have set and why they have chosen it</li> <li>▶ an action plan detailing how the challenge will be implemented</li> </ul>
Unit 1 Part B: implement and review the arts challenge	<ul style="list-style-type: none"> <li>▶ how to record their progress throughout their challenge and maintain a personal portfolio of their development</li> <li>▶ who will assist them and where to find help</li> <li>▶ how to monitor progress and review targets</li> <li>▶ how to share their work with others, gather and reflect on feedback</li> </ul>	<ul style="list-style-type: none"> <li>▶ ongoing evidence of their progress as they undertake the challenge, eg activity log, annotated photographs, recordings, blogs, ongoing review of milestones and targets</li> <li>▶ a review of their challenge by someone else</li> <li>▶ their own final review and reflection on their challenge</li> </ul>
Unit 1 Part C: review arts events	<ul style="list-style-type: none"> <li>▶ knowledge and understanding of the 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>▶ where and how to share their review with others</li> </ul>	<ul style="list-style-type: none"> <li>▶ evidence of arts event(s), eg programme, ticket or photographs</li> <li>▶ copies of reviews in any appropriate format, including comments on the artistic qualities and creative impact of the event(s)</li> <li>▶ evidence of how the review was shared with others</li> </ul>
Unit 1 Part D: arts research	<ul style="list-style-type: none"> <li>▶ an understanding of the career development of arts practitioners and the way in which they work within their art form</li> <li>▶ how to participate in arts provision</li> <li>▶ what future education, career pathways and opportunities are available in their chosen art form</li> </ul>	<ul style="list-style-type: none"> <li>▶ information about meeting arts practitioners and what they have learnt about practitioners' career development and work (through workshops, events or other ways)</li> <li>▶ evidence of research into future opportunities in the arts. These include: <ul style="list-style-type: none"> <li>- education</li> <li>- career pathways</li> <li>- other opportunities within their art form</li> </ul> </li> <li>▶ a summary in their own words of what they have found out within this part and what influence it has had on them</li> </ul>

Arts Award section	What learners should demonstrate through their evidence	Evidence required
Unit 2 Part A: identify leadership role and plan the project's aims	<ul style="list-style-type: none"> <li>an understanding of leadership skills and qualities</li> <li>their leadership role within the arts project</li> <li>how to establish the project's artistic aims and scope</li> <li>how to assess the interest and abilities of participants and/or audience</li> <li>how to develop an appropriate project plan</li> </ul>	<ul style="list-style-type: none"> <li>details of the leadership skills they wish to develop</li> <li>a description of the arts project chosen, its aims and scope</li> <li>a description of their leadership role within the project and how it will support development of their leadership skills</li> <li>if working in a team, how their role relates to the roles of others</li> </ul>
Unit 2 Part B: plan the practical issues	<ul style="list-style-type: none"> <li>how to share arts activities and skills with others</li> <li>how to promote the project</li> <li>how to identify and/or develop resources</li> <li>where to seek advice and support</li> <li>their role in emergency situations</li> <li>how to evaluate their own leadership role within the project, based on personal reflection and feedback from others</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>how they will promote the project</li> <li>how they will recruit the participants</li> <li>how they will deliver the project</li> <li>how they will collect feedback and evaluate their ongoing leadership development</li> </ul> </li> <li>any other relevant evidence/notes</li> </ul>
Unit 2 Part C: effective arts leadership	<ul style="list-style-type: none"> <li>how they are developing and applying their chosen leadership skills</li> <li>how they are following and, where necessary, amending their plans</li> <li>how to offer appropriate help to others, taking account of participants' needs</li> <li>the limits of their roles and responsibilities</li> <li>relevant health and safety issues</li> </ul>	<ul style="list-style-type: none"> <li>evidence of delivery of the project, eg diary log, recordings, annotated photographs, printed materials, details of meetings and discussions</li> <li>ongoing reflection on where and how they are developing and applying their chosen leadership skills during the delivery of the project</li> </ul>
Unit 2 Part D: working effectively with others	<ul style="list-style-type: none"> <li>how to co-operate and work well with others</li> <li>how to communicate in different situations</li> <li>how to make and keep commitments to others</li> <li>how to resolve problems that arise</li> <li>where to get ongoing advice and support</li> </ul>	<ul style="list-style-type: none"> <li>evidence of how they are working with others</li> <li>evidence of how they are resolving problems that arise</li> <li>evidence of how they are collecting feedback from others both about the project and their leadership and communication skills</li> </ul>
Unit 2 Part E: review the project and leadership role	<ul style="list-style-type: none"> <li>how to assess their development as a leader</li> <li>whether the project plan worked well or not</li> <li>how to evaluate the project in terms of delivery, resources and the outcome</li> <li>whether the project was appropriate for the participants</li> <li>how to evaluate working relationships within the project</li> <li>how to collect and interpret feedback</li> </ul>	<ul style="list-style-type: none"> <li>a review of the project in any format to include (but not be limited to):               <ul style="list-style-type: none"> <li>reflection on how they have developed their chosen leadership skills</li> <li>reflection on how their project plan worked</li> <li>the overall achievements, successes and challenges of the project</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</li> </ul> </li> </ul>

## Assessment

Silver Arts Award assesses learners at Level 2 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.

Silver 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.

## Silver 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: 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; the ability to implement appropriate responses to challenges

### Planning and review

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

### Communication

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

## Certificates

Silver 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](http://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](http://artsaward.org.uk/accessibility)