

Guidance for Arts Award advisers on completing VCRF adapted assessments

This guidance is for trained Arts Award advisers to help you in completing assessment of Arts Award qualifications. Please ensure you complete all parts of the assessment for young people you are entering for moderation using the adapted assessment arrangements.

If you require any help or support, please contact us artsawardenquiries@trinitycollege.co.uk

1. Names

Include the young person's name in full, the adviser's name and the centre name. The adviser is the individual who has attended training at the respective level of Arts Award and is responsible for assessing the young person's work and completing this form. This must be the same adviser as indicated at enrolment.

2. Evidence checklist

The moderator needs to know in detail how much evidence has been completed by the young person for each part of the award and, if available, where it can be found within the portfolio.

- In the *Evidence Required* column, each 'evidence required' point is listed for each Part.
- In the *Level of Completion of Part* column, you will need to indicate for each Part how much of this evidence has been completed: Complete / Part Complete / Not Complete
More detail about this is provided below.
- In the *Where evidence can be found* column, you must tell the moderator exactly where to find evidence for each Part within the young person's portfolio. This might include page numbers, slide numbers, links, or folder or document names. Where audio/video evidence has been used, please indicate the time code where the evidence can be found. Where there isn't any evidence available please note N/A.
- In the *What evidence is missing* column, check the relevant boxes to indicate where evidence is missing against each individual 'evidence required' point

How to complete the 'Level of Completion of Part' column

Complete – C

For any Part that is marked as **Complete - C**, you will need to ensure that young people have fulfilled all evidence points as laid out in the *Evidence Required* column. You also need to ensure they have evidenced the part in sufficient depth. Check whether the evidence demonstrates the young person is working at the right level using the assessment criteria in your toolkit, as you would in preparation for a moderation ordinarily. If all evidence points and assessment criteria are completed in sufficient depth, then the part should be marked as Complete – C.

Not complete – NC

For any Part that contains no evidence, this should be marked as **Not Complete – NC**. Adviser reflection will be required at all Arts Award levels where evidence is missing or not complete.

Part Complete - PC

Part Complete – PC, should be used where the evidence required for the Part is partially but not fully met. It may be that one or more of the evidence points are missing from the portfolio or it may be that evidence points are part completed.

For example, for Silver Unit 1 Part B if the young person has evidence of:

- ▶ *ongoing evidence of their progress as they undertake the challenge, eg activity log, annotated photographs, recordings, blog, ongoing review of milestones and targets;*
- ▶ *a review of their challenge by someone else;*
- ▶ *but NO evidence of their own final review and reflection on their challenge*

This Part should be marked as **Part Complete – PC**. [Adviser reflection will be required where evidence is missing or not complete and at Silver and Gold level, young people’s reflections against the assessment criteria areas].

3. Adviser’s Reflective Statement

The adviser reflection supports the awarding of a final result by providing details of how young people would have developed their knowledge and skills as they progressed through the award.

The adviser statement **must** include information on any parts of the award that are marked as **‘part complete’** or **‘not complete’**.

Adviser reflections can be shorter if the majority of the evidence is present. In the case where a large amount of evidence is missing, your reflective statement can be submitted in audio format if preferred (*MP3 /wav are recommended*). Please ensure your audio file(s) is/are named suitably and enter information in the adapted assessment report form about where the file(s) can be accessed. Include any timecodes as appropriate, if your recording is for more than one young person.

Adviser reflection should provide detail on any missing evidence identifying:

- ▶ What the young person would have done / how they would have achieved that part of the award or evidence requirement?
- ▶ What they would have learnt or wanted to learn?

Example: Bronze Part D *[named young person] planned to deliver a clay modelling workshop at art club. The young person would have developed his plan as a mind map supported by his adviser, as he works better using visual learning tools. He would have been asked to consider timing for the session, creative activities, where to source materials and what materials and tools he would need. We would have also discussed his approach to presenting information to others in a simple way, he was particularly keen to create some examples in advance to demonstrate in the workshop. The young person would have been supported by the art teacher to deliver the workshop and evidence would have been collected through photos.*

The young person finds writing challenging, so he would have included in his plan that his reflection of the workshop would have been done 1:1 with his adviser and recorded. I would have asked the young person to comment on what went well, what didn’t go so well and what he would do differently if he ran it again, and how confident he felt having led something for the first time.

The focus would have been on developing the young person’s confidence in communicating with others. The young person has some excellent artistic skills and providing this opportunity would develop his confidence in public speaking and enable him to develop some new skills in art workshop facilitation with a small group of peers.

4. Assessment Criteria

For advisers completing adapted assessment report forms for the Explore and Bronze awards:

- ▶ Check that all available evidence meets the assessment criteria. Use the '*what young people should demonstrate through their evidence*', the '*evidence required*' and the assessment criteria fold out in the relevant toolkit as your guide. This describes what you should be able to see demonstrated through the evidence.
- ▶ Under each relevant 'assessment criteria box' describe one notable example of how the young person has demonstrated development in this area. This can be from anywhere in their Arts Award.

Please note that for Silver and Gold Arts Award levels, the assessment criteria boxes must be completed by the young people as reflective statements. See guidance below in point 5

5. Young Person's Reflective Statement (Silver and Gold awards only)

The young person's reflective statement, combined with the reflections provided by the adviser, assess whether they were making sufficient progress to achieve the whole award.

Advisers need to support young people working towards their Silver and Gold awards to produce a comprehensive reflective statement related to the four areas of the assessment criteria. Young people are required to reflect on how they would have developed their skills against the four assessment criteria areas in the parts of the qualification part completed or not completed:

- ▶ Art form knowledge and understanding
- ▶ Creativity
- ▶ Planning and review
- ▶ Communication

The reflections are **not** focused on work already undertaken and evidenced in the portfolio. They should instead focus on the activities still to be completed and how they would have developed in the assessment areas through them. They should:

- select one part of the award that is 'part complete' or 'not complete' and describe using that activity how they would have developed in the art form area
- select one notable example for each assessment criteria area
- for each assessment criteria area, they can select a different activity that isn't complete
- if there is only a small section of the award that is not complete they should explain how they would have met all the assessment criteria area through that activity
- each of the four reflective statements should not exceed 200 words

Example: Arts Award Gold

Assessment criteria area	Part of the award marked as 'part complete or 'not complete'
Art form knowledge and understanding	Unit 1 Part B: work experience, training or volunteering experience
Creativity	Unit 2 Part D, delivery of a public event as part of the leadership project
Planning and review	Unit 2 leadership project (Parts A/B and E)
Communication	Unit 1 Part D: research on an arts issue

Example reflection: Gold Unit 1 Part D (max 200 words)

Communication: *I was not able to complete my arts issue research Unit 1 Part D. I planned to investigate 'the extent to which arts venues are accessible for disabled people'. I planned to contact a range of different venues via a survey to get a better understanding of adaptations already available, both local and national.*

This was then going to be followed up with some short interviews including one with a national disability advocacy charity. I then wanted to survey the public about 'whether they feel accessibility of public arts venues is important and if they think government budget should be assigned to this type of work'. I planned to use desk research, written surveys sent via email and a face to face survey with the public to gather a range of views.

I would then have built up my final argument via a written report which I planned to publish on my blog, which would have included some statistical information from the survey data collected. I would have provided separate reflection on how my views might have changed during the research via my personal journal.

6. Assessment Declaration and overall result

- ▶ Please complete the declaration by providing a short statement of how the young person has met the standard of learning at the level of award undertaken and your feedback on any areas for development. This should be a max of 100 words.

Example, Explore: *[named young person] has developed a basic understanding of two art forms through participation in drawing and sculpture workshops and begun to show creative responses through the development of her character in the devised drama performance for her part C. The young person has shown she can communicate in smaller groups or one on one, but had she completed the sharing for her part D she would have been supported to present to a bigger audience to develop her confidence in public speaking and develop her communication skills much more.*

- ▶ Please clearly state your **overall mark** for the portfolio as either **Pass** or **Below Pass**

The adviser should make their assessment based on:

- a min of 50% of the portfolio being completed and in sufficient depth for the level of award undertaken
- whether each young person has made sufficient progress to award an overall result as a pass for the qualification considering the adviser reflection on missing evidence
- the detail provided in assessment criteria areas, as completed by either the adviser or young person at the upper levels

If sufficient evidence is present in the portfolio and young people are demonstrating they are making sufficient progress and achievement at the level of the award undertaken, advisers should award a **Pass** mark.

The moderator will be checking you have made consistent assessments across all young people's work selected in the sample for moderation. Therefore, you must ensure your marking is accurate. Inaccurate marking by the adviser may affect the results of all work submitted for moderation.

- ▶ Provide your full name and the young person's full name in the appropriate spaces. Ensure that you sign the form by typing in your name and date the form.

Important information:

Preparing for moderation

In order to ensure the greatest flexibility over the coming months, centres are encouraged to develop portfolios in digital format wherever possible, and to make contingency plans to enable work to be assessed and moderated digitally in the event further school and organisational closures, or limitations to travel. Trinity continues to monitor the situation related to Covid-19 and may need to withdraw some moderation options at short notice, in response to government guidance. Please check the website for details of [current moderation options available](#).

We strongly advise that you complete your adviser assessment before enrolling candidates for moderation. A **Below Pass** mark **awarded by the adviser** would suggest young people's work has not met the minimum requirements for adapted assessment.

Once enrolled, it is not possible to remove candidates from a moderation unless as part of a substitution. Candidates withdrawn by the adviser past this point will be marked as 'absent'.

Any portfolios/arts logs submitted for moderation that have been assessed as a Below Pass by the adviser will be withdrawn from moderation and the respective candidates will be marked as absent. If they are part of the selected sample, a new sample will be requested.

There will be no amendment in fees in respect of an 'absent' candidates. For full details, see our [Terms and Conditions of booking](#)

Reflections by young people

We recognise that some centres may face various barriers to collating young people's reflections, which is why we are not requesting them at the Explore and Bronze levels of the award.

Young people's reflections are a mandatory part of the assessment for Silver and Gold Arts Award and enable young people to demonstrate they are reaching the standard of Level 2 and Level 3 respectively.

Where you are supporting young people to reflect on the work not yet undertaken:

- ▶ You may need to explain to the young person the expectations of the assessment criteria areas as provided in your adviser toolkit
- ▶ The young person's statement can be collected verbally, or in written format. If recorded verbally or filmed, please do include timecodes so the moderator can easily find the appropriate part of the recording
- ▶ We have developed prompt questions for [Silver Arts Award](#) and [Gold Arts Award](#) to support framing of the young person's reflective statement. Please note that these are suggestions. You can use your own but ensure that young people provide the level of detail required to support their portfolio.