



Creative Ed
International

Developing Future Creatives

Creative Careers Graded Programme

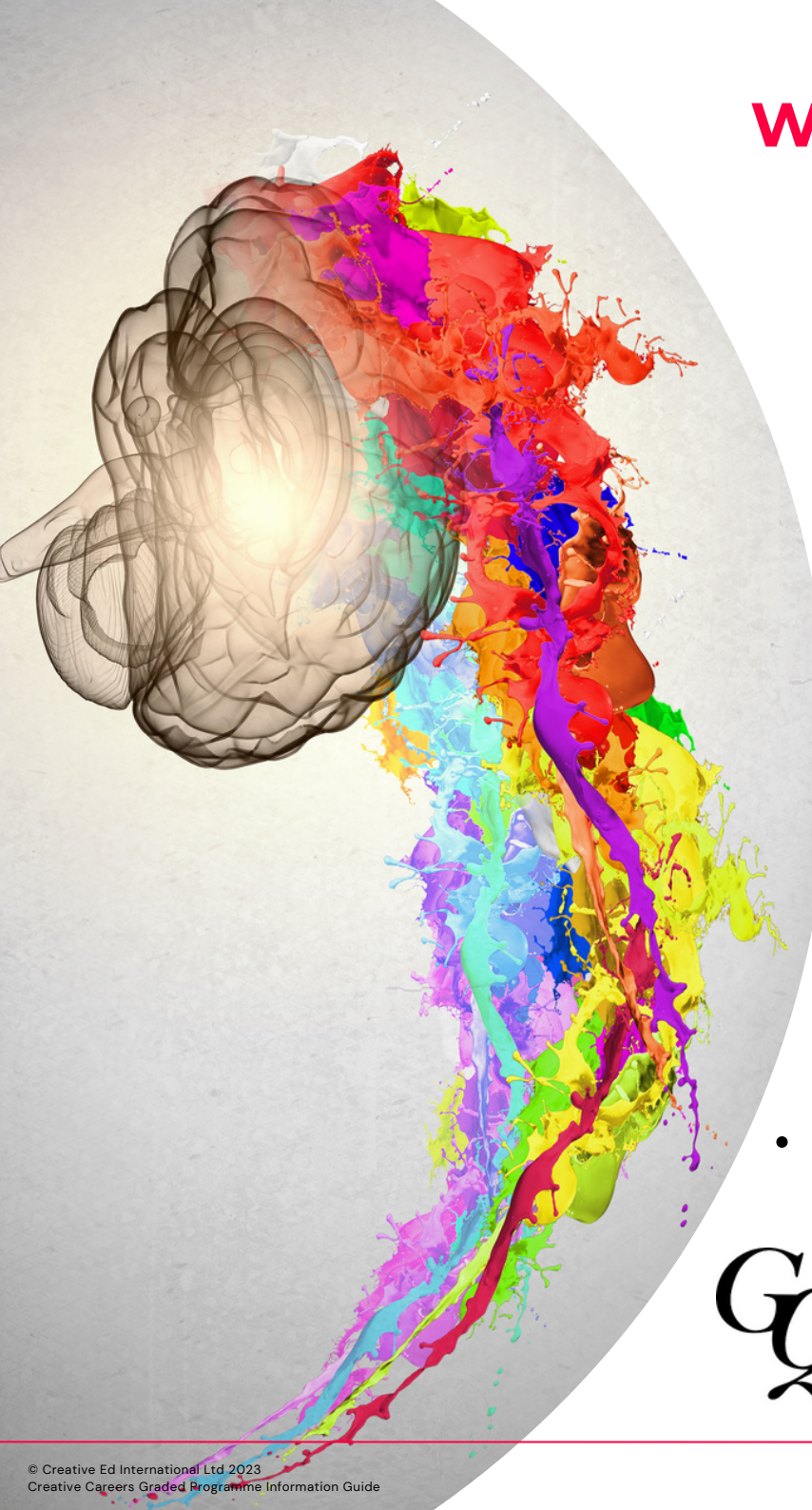
Information Guide

**The creative economy is
likely to be the key driver
of economic growth over
the long term.**

[Deloitte. 'Future of Creative Economy' report, 2021](#)



**The world's first
accredited creative
careers programme
for young people
aged 5 - 18 years.**



Welcome to Creative Ed International's suite of Creative Careers Graded Programmes for Solo Examinations and Cast Commendations.

- A new style of qualification that builds a young person's passion and interest in their creative opportunities as they grow.
- A creative programme that can be taught to all school students aged 5 - 18, regardless of their interest and career ambitions.
- Provides flexible classroom teaching options.
- An opportunity to add context to your technical teaching.
- A simple online booking and remote submission process.
- A chance to explore the opportunities and the consideration of sustainable career choices for students' futures.
- Supported by Student Workbooks, Teacher Delivery Guides and the creative education experts at CEI.



Our graded programme is validated by the Graded Qualifications Alliance (GQAL).

ABOUT CREATIVE ED INTERNATIONAL

Creative Ed International (CEI) is an innovative organisation driven by years of experience in the global education sector. We specialise in preparing students for creative employment and higher education, through fresh and affordable models that can be worked into any existing school curriculum. Our programmes assist young people that aspire to work in a creative industry or simply, those who want to develop their 'out of the box' thinking, problem solving ability and communication skills. Supported by many creative industry professional organisations, colleges and industry specialists, CEI offers a range of opportunities for all ambitions, abilities and interests.



Yvette Curtin (MA Hons, QTLS, FCIEA, FSET, RQT)
Co-Founding Director

As a passionate advocate for creative education, Yvette has been active for over 30 years as a professional teacher and developer of access courses in arts education, Yvette was the original founder of the UK's first government-funded creative sixth form. Later, she was then head hunted to replicate the same access model at London's top institute, Urdang Academy. Following this second business success, she stayed on as a Co-Principle at Urdang Academy as well as Director of Urdang International (now 'The Dang'). More recently, Yvette was head hunted as Director of Academic Affairs and Strategy with Italia Conti. As a current principal examiner with Oxford and Cambridge awarding body (OCR), Yvette was on the original development team for the Cambridge Technical and is still active in the standardisation and awarding processes. As a consultant at many of the leading UK agencies for education she has gained a trusted reputation in the UK and internationally for development in the education market.



Niall Swords
Co-Founding Director

Niall trained at the internationally renowned Bird College where he gained a Trinity Diploma in Professional Musical Theatre. Since graduating in 2014, Niall is credited with various productions and TV shows in London's West End, Europe, national and international tours. Alongside performing, Niall was a professional teacher, choreographer and creative director at some of the U.K's leading vocational and pre-vocational colleges, specialising in Jazz and Musical Theatre. Choreographing for their summer shows, competitions and the largest Dance Exhibition in Europe 'Move It' London. He has also sat on judging panels at various global dance competitions. In more recent years Niall worked as an international development consultant for the UAE and Germany at Urdang International, growing their client base, managing budgets, recruiting schools and project managing a large inter-school competition in the middle east. Niall is passionate about sharing his ten year creative career experience on a global platform to inspire a creative future generation.

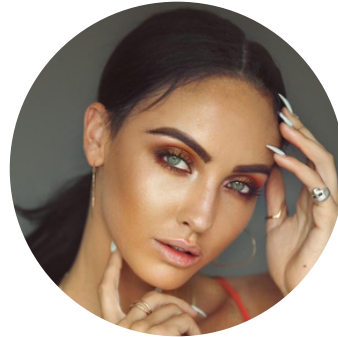
INDUSTRY CONSULTANTS

We have worked with some of the U.K's finest creative talent to consult on all of CEI's Creative Careers Graded Programmes, to ensure that your students are receiving the most industry relevant and high quality creative careers training.



Ryan Carey-Hills
Theatre Industry Consultant

Ryan trained in Musical Theatre and worked as a performer before working in education and becoming a creative. He has worked in vocational theatre colleges for over 10 years and continues to lecture in Musical Theatre. Ryan has extensive experience in creating Performing Arts curriculum at all levels and regularly consults with various schools and providers to ensure that they are promoting best practice and understand the importance of keeping up to date with the forever changing demands and needs of the Performing Arts industry. Having worked in management; overseeing and creating schemes of work and assessment for BTEC, OCR Technical Diplomas, Level 6 Diplomas and Degree, Ryan has a vast knowledge of qualifications and their structure. Ryan, alongside Yvette Curtin was also one of the original authors of the Urdang International Syllabus. Half of the writing partnership 'Carey-Hills & Hendricks' Ryan has been writing and composing for over 12 years. Ryan has composed and arranged pieces for many events, showcases and cabarets; and has arranged music for various choirs and groups around the UK.



Li Li Hodge
Commercial Industry Consultant

Working as one of the U.K's leading commercial dancers for over ten years, Lili is credited with a vast range of high profile productions such as A-list artist arena tours for the likes of Dua Lipa, Kylie Minogue, Liam Payne, Little Mix, Robbie Williams and Rita Ora. She has also performed on well known TV shows such as X Factor, Britain's Got Talent, The Voice and The EMA's. As well as live performances Lili has also appeared in feature films including 'Jingle Jangle' and 'Cinderella'. Alongside her successful performing career Lili teaches in various leading creative institutions sharing her knowledge and experience of dance and advocacy. As an industry trailblazer Lili founded the non profit organisation 'Dancers Network', whose aim is to promote fair working conditions for dancers working in the commercial industry and guide dancers through every step of their career through events, useful resources and moderating discussions between dancers and union organisations. Lili's passion for her craft has assisted CEI to develop a commercial dance programme that is not only industry relevant but also fun and engaging.



Brenda Edwards MBE
Classical Industry Consultant

Artistic Director and Producer of Hip Festival, Brenda Edwards is an Independent Artist/Teacher, Consultant and Producer. Her artistic career spans over 19 years as a professional dancer and choreographer. Her diverse background in the arts and qualities as an active performer and producer helps to maximise her vision of the arts. She has worked with English National Ballet as a soloist under the Artistic Directorship of Peter Schaufuss where she became one of a few women to dance the leading role in 'Maurice Bejart's Bolero' and historically became the first black woman to work in a British Ballet Company. She has also been a member of London Contemporary Dance Theatre under the directorship of Robert Cohan and the Martha Graham Dance Company, New York. She is an accomplished dance teacher in many dance disciplines as well as a choreographer and Arts Consultant. Brenda has performed in many videos and films, and made her West End debut in John Caird's 'Children of Eden', choreographed by Matthew Bourne. Brenda was awarded the MBE in the New Year's Honours list 2005, for services to dance.

Further consultant acknowledgements: **Nadya Persaud, Sarah Gregory, Nick Holden and Teni Matian**

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Cultural and creative industries provide 6.2 per cent of all employment, generating nearly 50 million jobs worldwide.

[UNESCO, 'Creative Economy Outlook 2022' Report](#)

INTRODUCTION

The creative industry is a huge sector of income and employability globally. Creative Ed International (CEI) have recognised that whilst there are many technical programmes available, there is a need for a new, fresh, knowledge-based programme that can be delivered to young people, that raises awareness of this sector and the opportunities available within this industry. All whilst teaching the myriad of transitional skills that creative activities provide.

The captivating themes within the Creative Careers Solo Examinations and Cast Commendations embed the knowledge learning around an exciting practical task. These tasks can be worked into a school's day-to-day curriculum or operations, for example, in school plays or assemblies. Private arts schools can use this programme to complement and add industry knowledge to a practical technique syllabus or end of year showcase.

CEI programmes have been accredited by the Graded Qualification Alliance (GQAL) to assist teachers and centres to be able to offer their students a recognised, U.K regulated, supportive programme to enhance:

- Creative thinking and life skills.
- Learning about creative career options.
- The recognition and use of their transitional skills.

PROGRAMME STRUCTURE

This programme is a series of eight stair cased levels, called grades. Starting at age five years, students can join this learning journey at any stage. Each grade incorporates creative thinking, knowledge of employment opportunities and job roles within the creative industry. Learning is based around a creative performance project that is flexible to the aims, resources, culture and religion of the schools and institutions.

For example; schools may wish to follow the complete programme using public speaking or sample other art forms such as acting, singing, dance, poetry, spoken word, or commercial and film experiences like photoshoots or TV advertising.

Starting at entry level the programme stairs to grade 8, an Extra Project Qualification (EPQ) at level 3 with UCAS points equivalent to one A Level. This EPQ is bespoke to preparing the necessary materials for a student's access to higher education, apprenticeship or employment.

Alongside the accredited Solo Examination pathway, CEI also offer a non-accredited group project programme called 'Cast Commendations'. The Cast Commendation pathway allows students the experience working as a team to produce a short performance piece in the early levels, to full scale productions later on. The cast will be awarded as a group and each performer will receive a certificate of participation and medal reflective of their group mark.


PROGRAMME AIMS

CEI's suite of Creative Careers Graded Programmes aim to inspire and develop young people's creative instinct and ambition. The programme not only educates students about the wide range of employment opportunities available in one of the fastest-growing global sectors, but also teaches key employability skills for all walks of life..

Students are guided through eight stair cased grades developing their planning, problem solving, communication, self evaluation and various transitional skills for example, budgeting and project management.

Each grade is centred around a fun creative project which highlight the different job roles that the creative industry has to offer. The stimulus for the practical presentation is inspired by the title of the grade for example, grade four in the 'Theatre Industry' strand is titled 'Theatre Future'. Here the candidates are required to produce a practical presentation centred around futuristic ideas and the integration of Artificial Intelligence within theatre, alongside conducting independent research into the future of theatre. This can either be produced individually or as a whole class project.

The programme is aimed at developing creative skills to be used in ALL industries through existing creative mediums. To encourage and inspire creative thinking in all walks of life.



**You can't use
up creativity.
The more you
have the more
you use.**

[Dr. Maya Angelou](#)

FEATURED INDUSTRY STRANDS

The Creative Careers Graded Programme currently offers approved centres the choice of three different industry strands. The featured strands follow the same format but have differing content and task themes relative to each sector of the industry. They can choose whichever strand best suits their students and are free to choose as many as they like.



The Theatre Industry strand teaches students about the variety of job roles on and off the stage whilst taking part in a practical creative project. The practical element can be in the form of acting, singing, dancing, spoken word, poetry, mime, comedy or public speaking.



The Commercial Dance Industry strand teaches students about the different employment scenarios a commercial artist may find themselves in, whilst taking part in a practical creative commercial dance project. The practical element must be performed in a commercial dance style.



The Classical Dance Industry strand teaches students about the variety of roles found within the classical industry whilst taking part in a practical creative classical dance performance. The practical element should be performed in a classical dance style.

Each strand has two pathways, Solo Examination (accredited) and Cast Commendations (non-accredited).

All strands will follow the same procedure to enter candidates for Solo Examinations and Cast Commendations. More information about examination art forms can be found on page 29, 33 and 37.

HOW CAN THIS PROGRAMME BENEFIT YOUR SCHOOL?

Flexible delivery is at the heart of all CEI programmes, so it can be embedded into any learning environment and work for you, after all, you are the one delivering it.

Mainstream Private and State Funded Schools

Careers and industry information, advice, creative mind engagement, confidence and life skill development, aligned to international baccalaureate CAS therefore offering a dual award for the same time spent, school careers information priorities. Or a way to add an affordable stream of creative activity or arts into your school, working with time constraints, government priorities, financial and resource boundaries.

Part time, Extracurricular and Community Settings

Flexible and workable as tools for achievement and engagement / access. Short bite support for all educational environments to address social priorities, engage young people and provide alternative educational structure with accreditation points.

Full or Part Time Performing Arts Schools

To use as a qualification tool to expose students to the wider scope of careers in the arts and creative sector. Can be used as a support mechanism in tandem with other technical graded programmes, to give context to the exercises and tasks students perform for examinations, recitals, or competitions. It also works to retain senior students in part time schools and supports students' college destination preparation.

Further or Higher Education

A structured youth programme catering for all abilities and interests that can be used off the shelf to enhance access and participation programmes as either short bite, intensive, or overtime support programmes for access to creative sector courses. Grade 8 (level 3) can be run as a summer school to prepare potential students' access materials for FE/ HE course destination applications.



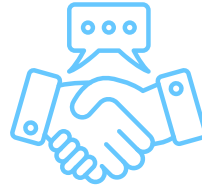
TRANSITIONAL SKILLS ACQUISITION

As well as the careers and industry knowledge, participation in this programme will develop the following transitional skills used across all areas of industry and employment.



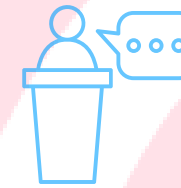
Intrapersonal Skills

Discovery of self and understanding what interests me.



Communication Skills

Learning how to connect with others, discuss, be diplomatic and work with others.



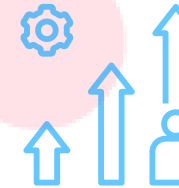
Presentation Skills

Learning how to verbally present myself with public speaking skills and performance.



Confidence

Using tools and new techniques to be confident in a known social circle and a new external setting (the exam).



Performance of self

Learning how to present myself physically, verbally, understanding etiquette and good behaviours.



Mental Wealth

Knowing I can achieve and learn, building of knowledge and skills how to apply learning and skills in a new setting.



Creativity

Exploring my own creativity, building my creative skills and interests.

“Creativity is seeing what others see and thinking what no one else ever thought.”

Albert Einstein



Problem Solving

Opportunity to develop my skills to overcome challenges.



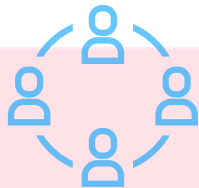
Thinking Out of The Box

Opportunity for me to develop skills towards being a creative designer or future entrepreneur.



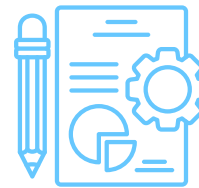
Motor and Physical Skills

To encourage my health and physical maintenance.



Teamwork

Opportunity to develop my skills to overcome challenges.



Project Management

To introduce me to end to end project management experiences.



Self Discipline

For me to learn to meet deadlines and target expectations.



Skill Recognition

Opportunity for me to understand, recognise and capitalise on my personal attributes and skill bases. To learn new skills and find new interests.

“**Creativity is the second-most in-demand skill in the world, with cloud computing at the top.**”

[Paul Petrone, LinkedIn Sales Editor, 2018](#)



APPLY TO REGISTER AS A CENTRE

Schools are required to register as a CEI Approved Centre to deliver any CEI programmes. This is to ensure that the centre has considered its viability to deliver the programmes to its students in a safe and inclusive environment. Approved Centre Status allows access to teach CEI's complete suite of programmes.

Prospective CEI centres select their approval package based on the number of students that are currently enrolled at the school, complete an online application form and pay for their registration fee. After the payment and application form has been received, the CEI quality assurance team will begin to assess the application. The team might be required to contact the centre if there is any missing information or they require further evidence to officially approve the centre application, CEI want you to become a centre as much as you do and want work with you not against you.

The approval application covers your ability to work within our policies, health and safety arrangements and to the quality standards, to ensure a competent and inclusive delivery. Once the CEI examinations office has received the application and are satisfied that the centre meets the required criteria, the centre will receive a welcome email with an 'Approval Welcome Pack'. The welcome pack will include an Approved Centre Status e-certificate, a digital approval badge, a useful contacts sheet and a link to register your students for each grade.

An annual renewal fee will be taken from the account details attached to the centre's account, this annual payment acts as a renewal declaration. Should a centre decide to cancel their approved status mid subscription, CEI will close the centre account and no further payments will be taken. CEI does not provide a pro-rata refund for mid subscription cancelations.

For more information head to: www.creative-ed.com/centreapplication

APPROVED CENTRE REGISTRATION PROCESS

1.

Apply for Approved Centre Status

Select the approval package for the size of your school. Complete application form and submit your payment.

2.

Wait to receive your Approved Centre Welcome Pack

Our quality assurance team will review and process your application, after review you will receive an email containing your Approved Centre Welcome Pack. You will also receive physical Approved Centre Certificate in the post.

3.

Register your students as CEI candidates

After you have received your approved centre number you can then log into the centre shop to select the number of candidates you would like to register for each grade. After submitting the required amount of grade registrations and payment has been received, an order confirmation will be sent to you via email. A secondary email will be sent, with a link to access your candidate information form for you to complete and send back. Once the exams office receive the candidate registration information form, we will cross reference your candidate information form with your invoice and candidate numbers and relevant teaching materials will be sent digitally, including Teacher Delivery Guides and Student Workbooks for each grade. It is up to the centre how they will use these teaching materials, some centres may want to use them digitally and others can print them. You will need your student's candidate numbers to enter them for examination.

You are now ready to teach and inspire the next generation of creative thinkers and innovators!

The focus on
creativity has
improved results
across the
school, not just
among the
musically gifted

[Rotherham Primary School, The Guardian, 2023](#)

APPROVED STATUS WELCOME PACK

Following successful centre approval, the school will be sent a CEI Approved Centre Certificate via post. You will also receive an electronic welcome pack via email. The electronic welcome pack will contain:

CEI Approved Centre E-Certificate

A digital copy of the physical certificate. The certificate will demonstrate that your centre has passed through the quality assurance process and is deemed to have the correct policies and working practices to deliver any CEI programmes in a safe and inclusive environment.

Digital 'Creative Ed International Approved Centre' stamp

A small image that can be used on all your centre's marketing materials and platforms for example, website, socials and letter heads.

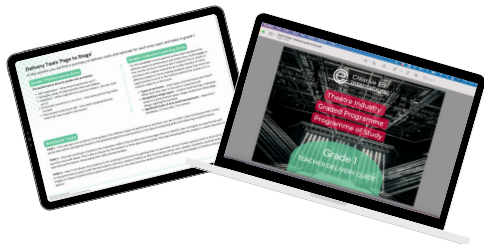
Information on how to access your account

Information on how to use your account, its features and what the next steps are to be able to access your Teacher Delivery Guides and Student Workbooks.

Contact sheet for relevant support areas of Creative Ed International

A list of useful contact emails and telephone numbers will be provided should you need to speak to a relevant department or person at CEI.

DEFINITIONS

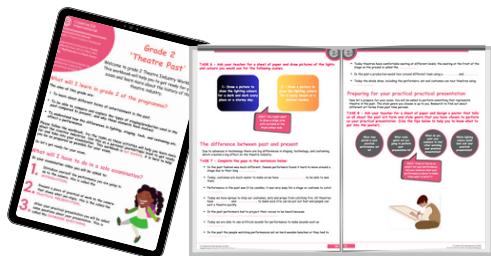


Teacher Delivery Guides

This guide is a teaching resource that will enable you to deliver the programme in your classroom or studio. It is full of useful references, information, guidance and suggestions of tasks and related activities to get the best outcomes for your students. The guide works in tandem with the tasks and information detailed in the student's workbook for each grade. The benefit of the delivery guide being sent electronically is that it gives you freedom to work with it, for example printed in a folder for you to make teaching notes on, or on a tablet / computer.

Student Workbooks

This tool is available for you to give your students as an electronic or printed workbook. Full of interesting, age appropriate information around each grade work theme, the student is taken on a journey of tasks that lead up to and support their final examination at each level. This workbook is not assessed and can be taken into the examination to support the students' performance. The student workbook works in tandem with the teaching delivery guide and can be used in parts or as a complete autonomous working tool, for independent student activity.



YOUR CENTRE COMMITMENTS

Centre declarations will confirm that the following policies and certifications are in place as set by UK awarding body criteria. CEI is aware that in some regions there will be a difference to these and in some cases, additions. These will be relayed to centres if this affects them.

- **Government school, trading and licence permissions according to region.**
- **Health and safety policy.**
- **Safeguarding and child protection policy, staff DBS, regional teaching licence.**
- **Data protection policy and GDPR agreements according to region.**
- **Music and equipment licences (example PPL).**
- **Up to date insurance policy documents.**
- **Teaching qualifications and / or relevant industry professional CV's.**
- **Chaperone licences for assistants (depending on region).**
- **Nominated head of centre – accountable officer.**
- **Name and contact of school principal, studio owner or Head Teacher.**

CEI has produced template policies to assist you with this and can be found on our website www.creative-ed.com/policy.



“Creative activities attract record number of students, Nord Anglia data shows.”

[Nord Anglia 2021](#)



STANDARDS OF DELIVERY

Centres are trusted to ensure that the delivery, organisation, and content of the candidate's learning experience are of a high standard. Centres are encouraged to ask for advice, support and signposting to maintain these high standards. CEI is not acting as an investigation team, we are working as an enabler of education and with that comes our commitment to assisting centres to encourage learning, not work as critics or inspectors.

The heart of what we do is educate, not just our candidates, but our centres and ourselves. CEI can learn a lot from our examiners, centres and candidates and are always open to make improvements to our own systems and content. The best way to achieve high standards of delivery is for us all as stakeholders to be open, converse and share best practice and ideas.

CEI will carry out internal standardisation and analytics of centre performance against benchmarks and our key performance indicators. Should there be a query about a centre from the CEI standardisation team, an honest and open conversation will be initiated to work in the best interests of the candidates, to ensure support and recommendations are relevant and useful.

ENTERING CANDIDATES FOR EXAMINATION

Due to the international reach of CEI programmes, we run a completely remote examination process. All examination material must be filmed and uploaded to our secure examinations portal. Our online video submission method eliminates the additional admin and hospitality elements involved in hosting an in-person exam session at your venue. See below the simple process for entering your students for examination.

1. Select the amount of examinations you will be uploading

Log into your centre account, head to the centre shop and select the amount of grades you are entering and how many students are taking each grade. After you have checked out and we have received your payment, you will be sent an invoice for your order.

2. Enter your students' information into the exam booking form

Shortly after receiving your invoice you will be sent an examination booking form. You simply enter the examination students' name, date of birth, CEI candidate number and which grade they will be entering. This form is then cross referenced with your invoice by the CEI exams office and an email will be sent with how to upload your students examination materials to the secure examinations portal, a list of the exam questions for each grade and useful tips on how to film the exam material.

3. Upload your students' examination material

Following the instructions provided in your confirmation email, upload your students' examination videos to the secure portal. One of CEI's highly trained examiners will mark and grade the assessment material, the marks will then pass through our robust quality assurance process and be sent onto the awarding body, 'GQAL' for certification. Certificates will be sent to the centre via post. The sooner you upload your students' material, the sooner you'll receive your results.

This process is the same for the Cast Commendations.



Creativity is
intelligence
having fun.

Albert Einstein

Please Read Before Entering Your Candidates

- Examination filming can only take place at pre-approved centres. Centres will be required to enter their centre number and address, when booking a submission date.
- Theatre, Commercial and Classical Industry entries must be separated as separate submission groups. Each submission group must reach the minimum entry fee of £300.
- Any special considerations need to have agreement from the examinations office, before the candidate's exam. The centre can do this by filling in the 'Reasonable Adjustments and Special Considerations' box when booking a submission date. Refer to '*Reasonable Adjustments and Special Considerations*' section later in this guide
- Examiners **cannot** make special considerations after entry; these need to be agreed through the examinations office who will inform the examiner prior to the marking session. We encourage you to discuss any special considerations with the exams office before the submission date.
- All exam material must be filmed by the centre and kept for **18 months**.
- Creative Ed International can ask for copies of the examination session filming to respond to complaints, appeals or for examiner training and standardisation within the 18 month period from the examination date.
- Please set up a trial for filming of examinations prior to your session to iron out any potential technical difficulties/issues, ensure there is always a responsible adult in the exam room with the candidates.

REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS

All reasonable adjustments must be applied for and agreed prior to receipt of the candidates' material. Reasonable adjustments can be made to the:

- Examination room and setting.
- Agreement for an interpreter, sign language interpreter, teacher, or carer in the examination room to support the candidate.
- Use of equipment such as a hearing loop, guide dog or wheelchair access arrangements.

CEI encourages every centre to work hard to include young people with a range of physical, learning, behavioural disabilities, or cultural, religious requirements. CEI aims to offer the same service and access to all candidates.

Centres with candidates that suffer with mental illness or anxiety can apply for reasonable adjustment prior to the examination on a 'need to know' basis or in case adjustments are required. Examiners need to be clear, before marking, what the guidelines are before any adjustments are made.

Agreed adjustments will not affect how the marks are allocated but as to how the examination is conducted and how the environment is managed.

Special Considerations are to protect a candidate's welfare, health, and safety on the day. For example, if the candidate is injured, ill, or bereaved on exam day. Please note: Special consideration cannot be applied for on the day as this does not allow an examiner to be fully briefed and prepared.

With agreement, the candidate will be given the appropriate consideration whilst in the examination filming room. This however, does not mean they will be awarded marks for elements of the examination that are not completed. Examiners will not adjust their marking for candidates with special consideration, they will only mark what they see. It is important the candidate is aware of this before entering the examination.

Centres should explain the situation to the candidate and make the final decision on behalf of the candidate, as to whether the candidate is fit to participate. A refund can only be made when the candidate produces a medical certificate or doctor's letter, confirming they were unable to attend the examination. Special consideration does not mean support can be given in the room unless a pre-agreed reasonable adjustment has been made by the CEI exams office.

ENTRY LEVELS AND AGE GROUP RECCOMENDATIONS

Please see below for recommended (but not compulsory) age groups for accredited Solo Examination and non-accredited Cast Commendation entries.

(UK) RQF EQUIVALENT LEVEL	CEI GRADE	RECCOMEDED AGE	CEI EXAMINATION LEVEL	CEI CAST COMMENDATION LEVEL
ENTRY	ENTRY	5 YEARS +	INTRODUCTION	INTRO TO
LEVEL 1	GRADE 1	6 YEARS +	INTRODUCTION	LEVEL 1
	GRADE 2	7 YEARS +	FOUNDATION	LEVEL 2
	GRADE 3	8 YEARS +	FOUNDATION	LEVEL 3
LEVEL 2	GRADE 4	11 YEARS +	INTERMEDIATE	LEVEL 4
	GRADE 5	11 YEARS +	INTERMEDIATE	LEVEL 5
LEVEL 3	GRADE 6	14 YEARS +	SENIOR	LEVEL 6
	GRADE 7	14 YEARS +	SENIOR	LEVEL 7
	GRADE 8 – EPQ	16 YEARS +	ADVANCED	LEVEL 8

WHAT HAPPENS AFTER MY EXAM SESSION?

Solo Examinations

After uploading your student's examination material, an examiner will assess the material. The results will be passed through our robust quality assurance processes and then sent to GQAL for certification of the awards. The results and certificates will be sent by post to the centre for them to distribute to the candidates.

Cast Commendations

Cast Commendation results will be certificated by CEI and the medals will be sent to the centre with the certificates by post. Please ensure there is a safe postal collection point for this package. How the centre distributes the medals to each candidate is their choice, they may plan an awards day or evening event or simply hand them out in class, however they choose, it is worth a celebration.

CERTIFICATION

What if my student fails or does not participate?

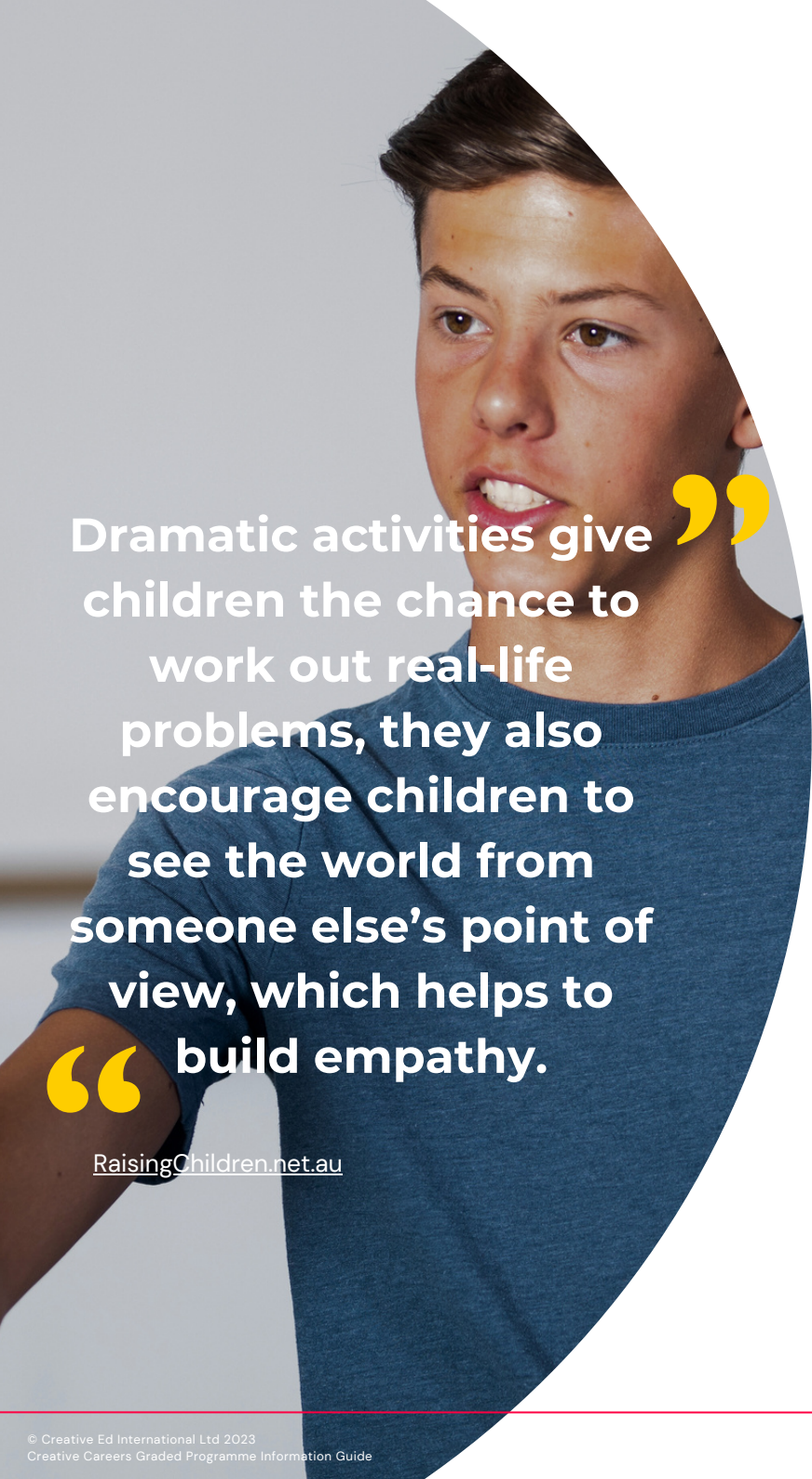
CEI candidates do not fail – should a student not complete or gain enough marks, CEI will prepare and send a 'near pass or preparation for participation' certificate to reward the efforts made preparing for the day. These can also be arranged for candidates that are ill or unable to attend their examination.

'Distinction with Honours' Candidates

'Distinction with Honours' candidates are recognised by Creative Ed International and will annually be entered into the director's choice awards. These candidates will be celebrated in our newsletter and could earn an additional recognition award. The candidate might be asked if their performance video could be used on our website as an example of best practice or at exhibitions and will certainly be shared at examiner training and standardisation events. Honours candidates might also be selected to perform at CEI's bi-annual Honours Gala Weekend.



Congratulations if your student achieves a Distinction with Honours!



Dramatic activities give children the chance to work out real-life problems, they also encourage children to see the world from someone else’s point of view, which helps to build empathy.

[RaisingChildren.net.au](https://www.RaisingChildren.net.au)

Solo Examinations

The Solo Examination pathways are accredited by U.K based awarding body, 'GQAL'. There are a series of eight stair cased grades, in which the candidates are examined individually.

With no set work to learn for any grade, the CEI Creative Careers Graded Programme Solo Examinations provides creative freedom to both student and teacher, making it easy fit into busy timetables and allowing space for different cultural nuances and social priorities.

ASSESSMENT WEIGHTING

Candidates are assessed through four different elements from Entry Grade through to Grade 7. The weighting of each element are outlined below.

- **Introduction** – Candidates introduce themselves and give a brief description of their practical presentation. **(20% Marks)**
- **Practical Presentation** – Candidates demonstrate their practical presentation using the grade title as their stimulus. **(50% Marks)**
- **Exam Questions** – Centres will be sent pre-released questions which the candidate will be required to answer in their exam. **(20% Marks)**
- **Confidence and Etiquette** – Candidates are assessed on the appropriate behaviours throughout the entire exam. **(10% Marks)**

Each element from grade 1 – 7 are assessed as a solo. Entry grade is performed in a small group of three or four and is designed to prepare the candidates for future graded solo examinations.

All examinations are assessed by a CEI approved examiner, all exam material is to be uploaded to a secure portal, to which the examiners will have access. Each exam session will be passed through a rigorous quality assurance process. Whilst we only offer online video submissions of exam material, should the centre wish to have an examiner attend their venue in person, this can be arranged by contacting the exams office, extra fees and charges for such arrangements will be agreed in advance and charged to the centre.



ASSESSMENT BANDS

Each assessment element has six descriptors ranging from 'No content delivered' (0 points) to 'Content exceeded the required standard' (5 points). Each point gained in the different elements are weighted accordingly to the element percentage. See below the assessment band widths.

Entry grades are not graded. Candidates film their assessment as a group with aid from their teacher. They will be awarded one of the following:

NOT MET

MET

NOT ATTAINED

0 - 49%

PASS

50 - 63%

MERIT

64 - 77%

DISTINCTION

78 - 89%

DISTINCTION HONOURS

90% +

ENTRY GRADES

GRADES 1 - 8

THEATRE INDUSTRY SOLO EXAMINATION CONTENT

Each grade within the Theatre Industry Solo Examination strand has a title which sets the theme for the grade. Alongside this, candidates will be required to carry out research, guided by the Student Workbook, about creative career choices, project processes, and reflective and evaluative practices, relative to the Theatre Industry. Each grade presents an industry scenario for the candidates to work through. Below are some examples from the Theatre Industry Solo Examination strand.

Grade 2

GRADE TITLE: 'THEATRE PAST'		
ELEMENT	TASK	TIMINGS (MAX)
Introduction	Candidates introduce themselves and their performance.	30 Seconds
Practical Presentation	Candidates, perform their practical presentation based on a form of entertainment from the past.	3 Minutes
Exam Questions	The candidate will answer 4 questions about their presentation and preparation methods.	2 Minutes
Industry Learning: In grade 2 of the Theatre Industry Solo Examination, the candidate will have an understanding of: <ul style="list-style-type: none"> • The origin of theatre • Forms of entertainment from the past • Staging and production in the past • Lighting designers Vs lighting technicians • Practical presentation based on a form of entertainment from the past. 		TOTAL TIME: 5 Minutes 30 Seconds


Grade 5

GRADE TITLE: 'EMOTIVE PERFORMANCE'

ELEMENT	TASK	TIMING (MAX)
Introduction	Candidates introduce themselves, their performance and discuss the creative or reflective work that helped lead to their final piece and why, or as a more formal presentation of how they developed their ideas around their research.	1 Minute 30 Seconds
Practical Presentation	Candidates, perform their practical presentation based on an emotion that they wish to portray within their performance.	4 Minutes
Exam Questions	The candidate will answer 4 questions about their presentation and preparation methods.	3 Minutes 30 Seconds
Industry Learning: In grade 5 of the Theatre Industry Solo Examination, the candidate will have an understanding of: <ul style="list-style-type: none"> • Reacting to an emotive stimulus • Handling sensitive subject matters • Forming an opinion • Process reflection and evaluation • Linking material to stimulus • A practical performance based on an emotive stimulus. 		TOTAL TIME: 9 Minutes

GRADE TITLE: 'THE LIVING WORLD'

ELEMENT	TASK	TIMING (MAX)
Introduction	Candidates introduce themselves, their performance in the style of a pitch. The examiner will ask how the candidate's presentation fits the creative brief provided .	2 Minutes
Practical Presentation	Candidates, perform their practical presentation inspired by the creative brief provided, titled 'The Living World'.	6 Minutes
Exam Questions	The candidate will answer 3 set questions related to the preparation of their practical presentation and the considerations the candidate thought about when performing in an outdoor environment.	3 Minutes 30 Seconds
<p>Industry Learning: In grade 6 of the Theatre Industry Solo Examination, the candidate will have an understanding of:</p> <ul style="list-style-type: none"> • Responding to a brief provided in the CEI delivery guide and workbook, based around 'The Living World' theme • What are the environmental / technical considerations when working in outdoor performance? • Basic project budgeting • Pitching to a client • Risk assessing • A practical performance that fits the given commission brief titled 'The Living World'. 		<p>TOTAL TIME: 11 Minutes 30 Seconds</p>



For £1 of gross value added generated by the arts and culture industry, a further £1.30 of gross value added is generated in the wider economy.

Arts Council England

What makes CEI's Creative Careers Graded Programmes so flexible in their delivery is that there is no set work. Centres and candidates are free to decide which art from they wish to present in their examination, you may wish to allow the candidate to take complete creative ownership and let them choose their own art form, or the centre may choose the art form for the candidate to align with the school's specialisms or priorities.

Choice of art forms for the Theatre

Industry strand:

- Theatre Dance / Movement
- Singing (Accompanied by backing track or live instrument)
- Acting
- Musical Theatre (a combination of any art forms above)
- Spoken Word / Poetry / Rap
- Public Speaking
- Physical Theatre / Mime
- Comedy Acts

Candidates are marked on their research, preparation and engagement to the theme, rather than their technical abilities. The practical presentation element is marked on the relation to the stimulus provided. If you require further guidance about an art form please feel free to contact the examinations office at exams@creative-ed.com or simply use the contact page on our website www.creative-ed.com/contact

COMMERCIAL DANCE INDUSTRY SOLO EXAMINATION CONTENT

Each grade within the Commercial Dance Industry Solo Examination strand has a title which sets the theme for the grade. Alongside this, candidates will be required to carry out research, guided by the Student Workbook, about creative career choices, project processes, and reflective and evaluative practices, relative to the Commercial Dance Industry. Each grade presents an industry scenario for the candidates to work through. Below are some examples from the Commercial Dance Industry Solo Examination strand.

Grade 2


GRADE TITLE: 'CLOTHING BRAND PROMOTION'		
ELEMENT	TASK	TIMINGS (MAX)
Introduction	Candidates introduce themselves and their performance.	30 Seconds
Practical Presentation	Candidates, perform a dance that has been choreographed to highlight a clothing brand of their choice.	3 Minutes
Exam Questions	The candidate will answer 4 questions about their presentation and preparation methods.	2 Minutes
Industry Learning: In grade 2 of the Commercial Dance Industry Solo Examination, the candidate will have an understanding of: <ul style="list-style-type: none"> • Types of advertising • Stills within a performance • Promotional style of performance • The role of a designer for performance • A practical performance that highlights a clothing brand. 		TOTAL TIME: 5 Minutes 30 Seconds

Grade 5

GRADE TITLE: 'MUSIC VIDEO'		
ELEMENT	TASK	TIMING (MAX)
Introduction	Candidates introduce themselves, their performance and discuss their research about filming on set or location, findings and how it helped them realise their ideas, this can be delivered as themselves or as a character relative to their performance.	1 Minute 30 Seconds
Practical Presentation	Candidates perform a dance performance to a piece of music by an artist or band, in the style of a music video, candidates must highlight their imaginary camera points and angles prior to performing.	4 Minutes
Exam Questions	The candidate will answer 4 questions about their presentation and preparation methods.	3 Minutes 30 Seconds
Industry Learning: In grade 5 of the Commercial Dance Industry Solo Examination, the candidate will have an understanding of: <ul style="list-style-type: none"> • The support roles on a music video set • Music video production • Risk assessing on location • Process reflection and evaluation • A practical performance in the style of a music video working to different camera positions and angles. 		TOTAL TIME: 9 Minutes

Grade 6

GRADE TITLE: 'THE FUTURE'		
ELEMENT	TASK	TIMING (MAX)
Introduction	Candidates introduce themselves, their performance in the style of a pitch. The examiner will mark how the candidate's presentation fits the creative brief provided.	2 Minutes
Practical Presentation	Candidates, perform their practical presentation inspired by the creative brief provided, titled 'The Future'.	5 Minutes
Exam Questions	The candidate will answer 3 set questions related to the preparation of their practical presentation and their research based opinions of how commercial dance will change in the future.	3 Minutes 30 Seconds
Industry Learning: In grade 6 of the Commercial Dance Industry Solo Examination, the candidate will have an understanding of: <ul style="list-style-type: none"> • Responding to a brief provided in the CEI Delivery Guide and Workbook, based around 'The Future' theme • Selling a brand • Basic project budgeting • Understanding Artificial Intelligence and technology • A practical performance in response to the given commission brief 'The Future'. 		TOTAL TIME: 10 Minutes 30 Seconds



**Commercial “
dancers: As the
name implies,
commercial dancers
earn their living
dancing in
commercial
projects.”**

[Backstage.com Magazine](#)

What makes CEI's Creative Careers Graded Programme so flexible in its delivery is that there is no set work. Centres and candidates are free to decide which art form they wish to present in their examination, you may wish to allow the candidate to take complete creative ownership of their performance, or the centre may want to teach the performance elements, to align with the schools specialisms or priorities.

Art forms for the Commercial Dance Industry strand:

- **Any style of dance or dance fusion that can be found in the commercial dance industry.**

Candidates are marked on their research, preparation and engagement to the theme, rather than their technical abilities. The practical presentation element is marked on the relation to the stimulus provided. If you require further guidance about an art form please feel free to contact the examinations office at exams@creative-ed.com or simply use the contact page on our website www.creative-ed.com/contact

CLASSICAL DANCE INDUSTRY SOLO EXAMINATION CONTENT

Each grade within the Classical Dance Industry Solo Examination strand has a title which sets the theme for the grade. Alongside this, candidates will be required to carry out research, guided by the Student Workbook, about creative career choices, project processes, and reflective and evaluative practices, relative to the Commercial Dance Industry. Each grade presents an industry scenario for the candidates to work through. Below are some examples from the Commercial Dance Industry Solo Examination strand.

Grade 2

GRADE TITLE: 'BALLET PAST'		
ELEMENT	TASK	TIMINGS (MAX)
Introduction	Candidates introduce themselves and their performance.	30 Seconds
Practical Presentation	Candidates, perform a dance using one of the past classical dance styles or folk stories highlighted in the Student Workbook.	3 Minutes
Exam Questions	The candidate will answer 4 questions about their presentation and preparation methods.	2 Minutes
Industry Learning: In grade 2 of the Classical Dance Industry Solo Examination, the candidate will have an understanding of: <ul style="list-style-type: none"> • Traditional dance and performance platforms • Classical dance origin, costume and theatres • Job roles in ballet • A practical performance of your choice, titled 'Ballet Past'. 		TOTAL TIME: 5 Minutes 30 Seconds

Grade 5


GRADE TITLE: 'EMOTIVE PERFORMANCE'

ELEMENT	TASK	TIMING (MAX)
Introduction	Candidates introduce themselves, their performance and discuss their research about filming on set or location, findings and how it helped them realise their ideas, this can be delivered as themselves or as a character relative to their performance.	1 Minute 30 Seconds
Practical Presentation	Candidates perform a dance based on the emotional impact of a historical event. Candidates are free to choose a historic event of their choice based on their research.	4 Minutes
Exam Questions	The candidate will answer 4 questions about their presentation and preparation methods.	3 Minutes 30 Seconds
<p>Industry Learning: In grade 5 of the Classical Dance Industry Solo Examination, the candidate will have an understanding of: • Professional practice • Finding forms of inspiration • Preparing choreography • Introducing creative design elements to a performance • How to brief a creative team • A practical performance that either expresses an emotion through classical dance or arouses an emotion to the audience through your performance.</p>		<p>TOTAL TIME: 9 Minutes</p>

Grade 6

GRADE TITLE: 'THE BACKSTAGE SHOW'

ELEMENT	TASK	TIMING (MAX)
Introduction	Candidates introduce themselves and answer two set questions outlined in the Student Workbook to set the scene of their performance.	3 Minutes
Practical Presentation	Candidates, perform representative of a busy backstage environment within the context of their performance piece. Candidates can use any classical style but may prefer a 'free-er' contemporary or lyrical style to create this piece.	4 Minutes
Exam Questions	The candidate will answer the remaining two set questions outlined in the Student Workbook, discussing the importance of backstage roles and transferrable skill recognition.	3 Minutes
Industry Learning: In grade 6 of the Classical Dance Industry Solo Examination, the candidate will have an understanding of: <ul style="list-style-type: none"> • Working in a team • Roles in theatre as a whole and specific backstage roles • Understanding and applying transitional / transferable skills • Concept to performance process • A practical performance based on backstage role(s). 		TOTAL TIME: 11 Minutes



What makes CEI's Creative Careers Graded Programme so flexible in its delivery is that there is no set work. Centres and candidates are free to decide which art from they wish to present in their examination, you may wish to allow the candidate to take complete creative ownership of their performance, or the centre may want to teach the performance elements, to align with the schools specialisms or priorities.

Choice of art forms for the Classical Dance Industry strand:

- **Classical Ballet Dance**
- **Lyrical Dance**
- **Contemporary Dance**
- **Traditional Regional Folk Dance**

Candidates are marked on their research, preparation and engagement to the theme, rather than their technical abilities. The practical presentation element is marked on the relation to the stimulus provided. If you require further guidance about an art form please feel free to contact the examinations office at exams@creative-ed.com or simply use the contact page on our website www.creative-ed.com/contact

SOLO EXAMINATION TOTAL QUALIFICATION TIME

Creative Ed Graded Programmes are a progressive transmission of learning ownership. Learners start with a majority of guided learning time and progress the transition to becoming the ultimate independent learner in Grade 8 (EPQ). The pivotal point is in the intermediary levels, more specifically from grade 4 – 5 (level 2) in preparation for the independent research and creative skills required in grades 6 – 8 (level 3).

EXAMINATION	GUIDED LEARNING HOURS (GLH)	WORKBOOK & ONLINE RESOURCE LEARNING	INDEPENDENT LEARNING HOURS (ILH)	TOTAL QUALIFICATION TIME (TQT)
ENTRY GRADE	30	0	0	30
GRADE 1	30	30	10	70
GRADE 2	30	30	10	70
GRADE 3	30	30	10	70
GRADE 4	40	30	25	95
GRADE 5	40	30	25	95
GRADE 6	40	40	50	130
GRADE 7	40	40	50	130
GRADE 8 / EPQ	40	0	100	140

Guided Learning Time Definition

Teacher led classroom or practical studio time. To cover the taught skills in the delivery guide and can include technical skill teaching and choreographic time for the Learner.

Workbook & Online Learning Definition

Candidates complete Student Workbook tasks to embed classroom activity and develop each students' individual creativity and ideas.

Independent Learning Time Definition

This would include the learner's time completing the candidate workbook, research, own choreography, rehearsal and preparation. Grade 3 onwards requires learners' own devised work and hence a larger allocation of ILT. Institutions are required to give learners the adequate space and time they require to conduct this learning with mentorship from their teacher.

Recommended Total Qualification Time

The above is **RECOMMENDED** but can be **FLEXIBLE** depending on the

- learners ability
- learners prior knowledge
- individual support requirements.

This is not a one size fits all approach. All learners are individual and require different levels of support. TQT hours should be respected as a maximum, not essential, as some learners may progress quicker than others.



Cast Commendations

The Cast Commendation pathway is CEI's non accredited group programme. It consists of eight levels starting with short group performances, progressing to a full scale production. Students will learn how to work as a team and produce a practical performance from concept to delivery.

With no set work to learn, students work together on a thematic group project that the students perform together in a performance environment. Students will prepare and perform their performance to receive a team / cast mark, This scheme is useful when:

- Teachers may wish to add an interim performance project between examination sessions to keep the students' momentum of creativity and performance skills.
- Students / teachers want to try new types of performance genres or want to gain an achievement certificate for the work in an end of year showcase or assembly.
- New students find taking solo examinations daunting and require a gentle, fun performance project to build their confidence before embarking on the individual solo examination pathway.



**A commendation is
a formal statement
of praise for
someone who has
done something
admirable.**

Cambridge Dictionary.

ASSESSMENT WEIGHTING

Candidates are assessed through four different elements from level 1 to 8. All the cast enter individually but receive one overall mark for the cast and all cast members achieving over 49% or above receive a medal for each level they take. The weighting of each element are outlined below.

- **Overall performance and audience engagement**
(40% Marks)
- **Overall delivery of applied performance knowledge**
(40% Marks)
- **Overall ability to work as a cast**
(10% Marks)
- **The cast demonstrated technical etiquette**
(10% Marks)

Each element from level 1 – 8 are assessed as a cast (group). There is no entry level in the Cast Commendation pathway.

All Cast Commendations are assessed by a CEI approved adjudicator, all material is to be uploaded to a secure portal, to which the adjudicators will have access. Each Cast Commendation session will be passed through a rigorous quality assurance process. Whilst we only offer online video submissions of material, should the centre wish to have an adjudicator attend their venue in person, this can be arranged by contacting the exams office. Extra fees and charges for such arrangements will be agreed in advance and charged to the centre.

ASSESEMENT BANDS

Each assessment element has six descriptors ranging from 'No content delivered' (0 points) to 'Content exceeded the required standard' (5 points). Each point gained in the different elements are weighted accordingly to the element percentage. See below the assessment band widths.

LEVELS 1 - 8

NOT ATTAINED	0 - 49%
PASS	50 - 63%
MERIT	64 - 77%
DISTINCTION	78 - 89%
DISTINCTION HONOURS	90% +

Research is showing that creativity isn't just great to have. It's an essential human skill — perhaps even an evolutionary imperative in our technology-driven world.

[Nicole Krueger, ISTE.org](https://www.iste.org/)

THEATRE INDUSTRY CAST COMMENDATIONS CONTENT

The Theatre Industry Cast Commendation pathway is made up of eight levels. Each level has a title which provides a stimulus for the group performance. There is no set work to learn, students and / or teachers are free to get as creative as they wish. Below are some examples of what you will find in the Theatre Industry strand of the Cast Commendations.

Level 2

LEVEL TITLE: 'CELEBRATE A THEATRE PRACTITIONER / ARTISTE'		
ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a piece in the style of or about a theatre practitioner or artiste.	3 Minutes
Industry Learning: In Level 2 of the Theatre Industry Cast Commendation, students will learn: <ul style="list-style-type: none">• How different Artistes/Practitioners have shaped the theatre industry and explore their unique styles.		TOTAL TIME: 3 Minutes

Level 4

LEVEL TITLE: 'MEDLEY / ENTERTAINMENT PIECE'

ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a piece with a mix of styles.	5 Minutes
Industry Learning: In Level 4 of the Theatre Industry Cast Commendation, students will learn: • How to produce a mix of styles and music together to create one coherent piece • How to engage an audience to its fullest.		TOTAL TIME: 5 Minutes

Level 8

LEVEL TITLE: 'FULL PRODUCTION'

ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a full scale production..	2 Hours
Industry Learning: In Level 8 of the Theatre Industry Cast Commendation, students will learn: • What goes into a full scale production • Understanding the importance of every single person that is working on the production.		TOTAL TIME: 2 Hours

COMMERCIAL DANCE INDUSTRY CAST COMMENDATIONS CONTENT

The Commercial Dance Industry Cast Commendation pathway is made up of eight levels. Each level has a title which provides a stimulus for the group performance. There is no set work to learn, students and / or teachers are free to get as creative as they wish. Below are some examples of what you will find in the Commercial Dance Industry strand of the Cast Commendations.

Level 2

LEVEL TITLE: 'NARRATIVE PERFORMANCE'		
ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a piece that tells a short story.	3 Minutes
Industry Learning: In Level 2 of the Theatre Industry Cast Commendation, students will learn: <ul style="list-style-type: none">• How to use movement to produce a performance about a chosen narrative• Introduction to storytelling through arts.		TOTAL TIME: 3 Minutes

Level 4

LEVEL TITLE: 'WORKING IN THE ROUND'

ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a piece in the round.	5 Minutes
Industry Learning: In Level 4 of the Commercial Dance Industry Cast Commendation, students will learn: • To understand the performance logistics and patterns and formations working in the round.		TOTAL TIME: 5 Minutes

Level 8

LEVEL TITLE: 'FULL PRODUCTION'

ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a full scale production..	2 Hours
Industry Learning: In Level 8 of the Commercial Dance Industry Cast Commendation, students will learn: • What goes into a full scale production • Understanding the importance of every single person that is working on the production.		TOTAL TIME: 2 Hours

CLASSICAL DANCE INDUSTRY CAST COMMENDATIONS CONTENT

The Classical Dance Industry Cast Commendation pathway is made up of eight levels. Each level has a title which provides a stimulus for the group performance. There is no set work to learn, students and / or teachers are free to get as creative as they wish. Below are some examples of what you will find in the Classical Dance Industry strand of the Cast Commendations.

Level 2

LEVEL TITLE: 'CELEBRATE A CLASSICAL PRACTITIONER / ARTISTE'		
ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a piece in the style of or about a theatre practitioner or artiste.	3 Minutes
Industry Learning: In Level 2 of the Classical Dance Industry Cast Commendation, students will learn: <ul style="list-style-type: none">• How different Artistes/Practitioners have shaped the classical dance industry and explore their unique styles.		TOTAL TIME: 3 Minutes

Level 4

LEVEL TITLE: 'WORKING IN THE ROUND'

ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a piece in the round.	5 Minutes
Industry Learning: In Level 4 of the Commercial Dance Industry Cast Commendation, students will learn: • To understand the performance logistics and patterns and formations working in the round.		TOTAL TIME: 5 Minutes

Level 8

LEVEL TITLE: 'FULL PRODUCTION'

ELEMENT	TASK	TIMINGS (MAX)
Performance	<ul style="list-style-type: none">• Introduce the centre name, level name and number.• Perform a full scale production..	2 Hours
Industry Learning: In Level 8 of the Commercial Dance Industry Cast Commendation, students will learn: • What goes into a full scale production • Understanding the importance of every single person that is working on the production.		TOTAL TIME: 2 Hours



If you want creative workers, give them enough time to play

John Cleese

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Art forms for the Cast Commendation Pathways:

- All Cast Commendations strands follow the same art forms as the Solo Examinations, please see the sections above for art forms examples.

Minimum Candidates per Entry:

- Level 1 to 5 ➤ 5 Candidates
- Level 6 to 8 ➤ 10 Candidates

Candidates are entered individually but marked as a group. If the group achieves over 49%, each candidate will receive a medal and certificate of participation. If you require further guidance about an art form please feel free to contact the examinations office at exams@creative-ed.com or simply use the contact page on our website www.creative-ed.com/contact.

Grade 8 / Extra Project Qualification

CEI's Creative Careers Graded Programme culminates with an extra project qualification (EPQ). This qualification is equivalent to one A level in UCAS points and is valuable for candidates to complete in the first year of level 3 education to support their second year university, vocational course and UCAS applications.

Candidates will be guided through a series of tasks designed to assist with preparations for applications that lead onto creative programmes at university or vocational colleges.



GRADE OVERVIEW

This qualification is also termed as Grade 8 in the Creative Industries Graded Programme. As the culminating level it can be undertaken in the following pathways:

- Theatre Industry
- Commercial Industry
- Classical Industry
- Any other creative industry pathway outside of the above such as University courses or apprenticeship programmes/ job applications, for example; photography, film, production, architecture, art, sculpture, textiles, music and fashion.

Candidates will utilise the knowledge and skill they have accumulated from grades 1-7 or from another creative course qualification that enable the learner to work autonomously. Candidates that have not completed a full CEI industry pathway can utilise the CEI Student Workbook as a tool to fast track their skill and knowledge acquisition to tackle this stand-alone qualification.

All material is to be filmed and submitted online with the accompanying written materials uploaded through a secure portal. Portal submission will also require a declaration that the work is the candidates own and is signed by the submitting teacher/centre as witness to this.

GRADE AIMS

The overarching aim is to enable a candidate to produce a piece of work for assessment. This work can be used as a tool to assist with their transition to employment, higher or further education in the creative industry and/or performance sector. It is assessed on how the candidate has applied their understanding of what is required to access their next level of training, possible audition scenarios, interviews, portfolio creation and presentation, research on next steps or employment applications.

A benefit of this qualification is that it can be taken at any time and does not need to be submitted or completed within an examination window or season. It is advised that students complete this qualification before the second year of A level study and UCAS application.

LEARNING AIMS

To prepare materials for auditions or applications to Higher Education, vocational college, conservatoire training, apprenticeship or employment.

- Transition options research
- Access tools and materials
- Plan to prepare materials
- Identified boundaries in preparing materials and creating solutions
- Practical showcase or portfolio presentation
- Written CV, personal statement or cover letter
- Interview practice skills

ASSESSMENT WEIGHTING

Candidates are assessed through three different modules in Grade 8. The weighting of each module are outlined below.

- **Research and Preparation** – Candidates produce a 1000 word written submission or an 8–10 minute video presentation, accompanied by a thorough biography and rationale as to how these reference sources are relevant to the candidates research. These sources should demonstrate candidates have researched the four points outlined in the Student Workbook and Teacher Delivery Guide. (40% Marks)
- **Production of Artefact** – This is a practical presentation of the relevant material required. This can be in the form of an application or audition, showreel, sound / voice reel, showcase or a self-tape of prescript skill bases. Candidates who are aspiring artists, photographers, lighting designers or graphic designers will need to present and talk through the contents of their tangible portfolio. A formal Curriculum Vitae and covering letter is to be submitted alongside their artefact. (50% Marks)
- **Evaluation and conclusions through a live interview role play of set questions** – The candidate answers the set questions in a filmed role play of an interview. This task can be used as practice for a specific applications the candidate is making or for a fictitious institution, organisation, or employment opportunity. (10% Marks)



Countries around the world rely on the creative economy to produce jobs and growth, to stimulate innovation, to fuel tourism, and to promote culture.

The Creative Economy Report,
thepolicycircle.org

CENTRE FEEDBACK

Your feedback is important to us. Following each examination session you will be sent a link to a feedback form to complete and submit to us to enable us to continue to improve our service to you.

Equally, if you would like to receive feedback on your centre's exam session from one of our examiners, you can add this as an optional extra on the exam booking form. This can be useful to spot learning trends and to highlight areas of achievement and improvement across the school.

POLICY SIGNPOST

All Creative Ed International's policies can be found online at www.creative-ed.com/policies

ACCESSIBILITY AND LANGUAGE

Every possible effort is made to ensure that our programmes are inclusive, accessible, and comfortable for all stakeholders, especially the candidates. For this purpose, CEI has a special consideration policy and procedure to be able to meet candidate needs and arrangements prior to the examination.

CEI has robust policy and training to ensure that our team, content, and procedures are reviewed annually to not discriminate against any candidate, centre, employee or stakeholder for their religion, gender identity, ethnicity, disability, or sex. However, CEI is also sensitive to regional laws, cultural differences, beliefs, and behaviours where required. Overall, our main aim is to ensure a respectful, considered service to all and have the flexibility to adapt to any regional nuances.

Centre validation requires that centres abide by our inclusion and accessibility policy guidelines and ensure that any special considerations in examination sessions are applied for and agreed prior at the time of the examination session booking. This is to ensure that specific trained examiners can be assigned to the session to ensure all special considerations are catered for.

All examinations and medal sessions will be performed in English unless an experienced examiner is available to assess the session in the regional language. Other options such as centres using the qualifications to help teach English can use interpreters in face to face examinations to assist with the candidate/examiner directions around the room, but the candidate will be required to deliver the content for the assessment in English. A note should be made here that the learners' English language is not being assessed but is a great opportunity to apply their learning in a new and innovative way.

CEI QUALITY STANDARDS COMMITMENT

CEI is keen to ensure that all our processes, procedure, policy, and assessment rigour is of a high standard. We understand that there may be some nuances to this rigour in a few global regions, but our commitment is to provide:

- A quality service.
- A fair assessment system.
- An enjoyable and rewarding experience for all stakeholders.

Working with Graded Qualifications Alliance (GQAL) to ensure that our policy and standardisation processes and policies are robust, we commit to ensure that we always meet all accreditation criteria responsibly and work in a transparent manner.

Training and Rigour

The examination, standardisation and administrative teams have all been selected for purpose and CEI commit to ensure that the training, monitoring and evaluation of these teams is rigorous and regularly updated. GAT engages external standardisation experts and industry specialists to ensure that its content, assessment and accuracy of information is current and useful.

CEI aims to provide a high quality service that meets our customers needs in the:

- End to end Solo Examination and Cast Commendation processes.
- Support and training for teachers, centres and examiners.
- Customer friendly access to qualified staff and advice.



Internal Quality Assurance Arrangements

CEI internally quality assures their exam processes and standardisation arrangements for examiners and centres. CIE monitors our own organisations and that of your centres by regularly sampling to inspect the quality of the processes, teaching and outputs.

Averages and benchmarks are set against Key Performance Indicators (KPI's) that are contracted between CEI, its examiners, and its centres. Centres, as part of this process are asked to give feedback on the services provided by CEI.

All centres, examiners and grade marks are monitored against averages and benchmarks. This assists the CEI team to ensure we have the data to identify any differences in examiner marking, centre delivery or grade progressions over time.

Digital Record of Assessment

All centres are asked to keep a copy of the assessment material for a period of 18 months. This is to be able to investigate any complaint, assessment appeal or to use as an example of work during examiner and standardisation training. All footage should be kept within the GDPR data control guidelines of your region, and not be exposed to the public without express written consent from CEI and the participants of the assessment filmed evidence. The CEI examinations office will keep all examination material for a period of 18 months in line with U.K GDPR data control guidelines.

EXAMINER SELECTION, TRAINING, AND CODE OF CONDUCT

Examiners are selected for their professional industry experience. They know their trade, are current and most importantly are friendly, personable people.

Our examiner motto is:

Find marks; do not deduct them.

Maintaining CEI Standards of Examining

- CEI examiners are required to attend a compulsory standardisation and refresher training session each year.
- New examiners will assess three exam sessions accompanied by a mentor who is an examiner trainer or the principal subject examiner, before examining sessions alone.
- Examiners maintain their 'status' as a trained examiner by examining a minimum of three exam sessions per year and attending the compulsory annual refresher and standardisation event.
- All examiners will have one of their annual examination sessions observed by the subject Principal Examiner or senior member of the quality committee.
- All examiners will have one of their annual examination sessions observed by the subject Principal Examiner or senior member of the quality committee.

Apply to Become an Examiner

Ex and current Industry professionals wanting to apply to become an examiner must email their CV along with a cover letter to exams@creative-ed.com



Examiner Code of Professional Conduct

- Be prepared for the examination session.
- Be punctual, organised, and professional, always.
- To act in a professional and friendly manner with all stakeholders.
- Be presentably dressed at all examination events.
- Remember you are an ambassador for Creative Ed International, you are providing a service for our centre customers. You are not royalty to be feared and will always act respectfully and politely.
- Be sure to find marks, not deduct them and mark what you see in a non-critical manner.
- Commit to ensure you meet the examination results deadline to ensure the centre receives their results punctually.
- Be sure to not let external personal factors affect your marking.
- Make sure you have checked for any special consideration requests and liaised with the office to ensure you are fully prepared.
- Be sure to contact the examinations office if there are any issues during your marking session.
- Following the examination, candidate's work must not be discussed with the centre or any third party, apart from the examiners office at CEI.

APPEALS ON MARKING AND COMPLAINTS

Appeals on marking can be made up to one year after the examination session. Approved centre nominated accountable officers can make an appeal on behalf of the centre or the candidate(s), after stage one has been completed.

Stage One – Initial Complaint

Stage One is an initial complaint, the complaint needs to be sent to the examination office where the candidates results will be reviewed against the session, centres, and CEI regional and global average benchmarks. Examiners' comments will be taken into consideration. The examination office will:

- Acknowledge receipt of your complaint within 48 hours and respond within 10 working days.
- The concern will be referred to the marking examiner for comment.
- The examination office will then choose to relay the feedback with rationale to the centre contact or refer the concern to the Principal Subject Examiner or CEI Chief Accountable Examinations Officer to open an investigation.

Stage Two – Investigation

- The centre will be notified if an investigation needs to take place and will be asked to send a copy of the examination session filming for that day.
- The investigation period is 30 days following receipt of the film from the centre.
- The exam will be remarked by another examiner and moderated by the principal subject examiner.
- The centre will be notified of any change to the candidates results. The centre and candidate are not charged for this investigation on the first occasion.

- The candidate's mark will be adjusted if it is out of context with the comments or by recommendation of the initial examiner who had sight of the examination. This is in agreement with the principal subject marker and needs to be signed off by the Chief Accountable Examination Officer.

OR

- The candidate will be offered a retake of the examination, with another examiner at another centre. The candidate is not charged for the retake but will need to pay their own expenses to attend the alternative centre.

OR

- The centre and candidate will be informed if there is no further adjustment to the result and the investigation is closed.



Stage Three - Further Appeal

If the candidate or centre is still not in agreement following the appeal on the marking or its procedure, the candidate or parent / carer can make a complaint to the Board through the CEI Complaints Policy. Complaints will not be upheld until stage one and two have been completed unless the complaint is regarding the customer service of the appeals process itself or any participant involved in the investigation.

Creative Ed International endeavours to resolve all complaints as quickly and efficiently as possible, and promises to act in a fair and impartial manner.

CENTRE FEES

The table below details the fees charged to the centre on an annual basis. Please ensure to check the website for the most updated prices. Initial registration fee of £50.00 is charged for administration purposes and quality assurance checks.

CENTRE REGISTRATION	GBP	EUR	USD	AED	AUD
0-99 Students at School	200.00	260.00	295.00	1,200.00	460.00
100-299 Students at School	300.00	380.00	445.00	1,750.00	700.00
300-599 Students at School	400.00	500.00	595.00	2,300.00	940.00
600 + Students at School	500.00	620.00	745.00	2,850.00	1,180.00

CENTRE RENEWAL	GBP	EUR	USD	AED	AUD
0-99 Students at School	150.00	200.00	225.00	950.00	370.00
100-299 Students at School	250.00	320.00	375.00	1,500.00	610.00
300-599 Students at School	350.00	440.00	525.00	2,050.00	850.00
600 + Students at School	450.00	560.00	675.00	2,600.00	1,090.00

CANDIDATE REGISTRATION FEES

The table below details the candidate registration fees for the accredited Solo Examinations. Please check the website for the most updated prices.

CANDIDATE REGISTRATION FEES	GBP	EUR	USD	AED	AUD	CNY
Entry Grade	0.00	0.00	0.00	0.00	0.00	0.00
Grade 1	6.50	7.51	7.91	29.05	12.44	57.67
Grade 2	8.50	9.82	10.34	37.99	16.26	75.39
Grade 3	10.50	12.13	12.78	46.94	20.08	93.18
Grade 4	14.70	16.99	17.89	65.72	28.12	129.99
Grade 5	16.70	19.30	20.33	74.67	31.94	148.21
Grade 6	20.90	24.16	25.44	93.46	39.99	184.99
Grade 7	22.90	26.47	27.88	102.40	43.82	203.19
Grade 8 (EPQ)	26.00	30.04	31.66	116.27	49.74	230.85

These prices are per candidate, once you have paid for your registration you'll be sent a candidate information sheet. You will need to enter your students' name, date of birth and the grade you are registering them for. After completing the form, send it back to the office so we can cross reference it with your invoice and allocate candidate numbers to your students. We will then send the form back to you with the allocated candidate numbers and the relevant teaching materials for the grades you will be teaching.

There is no registration fee for the Cast Commendations.

SOLO EXAMINATION ENTRY FEES

The table below details the examination entry fees for the accredited Solo Examinations. Please check the website for the most updated prices.

SOLO EXAMINATION FEES	GBP	EUR	USD	AED	AUD	CNY
Entry Grade	15.00	17.34	18.26	67.08	28.70	132.56
Grade 1	20.00	23.13	24.35	89.45	38.26	176.75
Grade 2	25.00	28.91	30.43	111.81	47.83	220.94
Grade 3	30.00	34.69	36.52	134.17	57.39	265.13
Grade 4	40.00	46.25	48.69	178.89	76.52	353.50
Grade 5	45.00	52.03	54.78	201.25	86.09	399.15
Grade 6	55.00	63.61	66.97	245.98	105.22	487.85
Grade 7	60.00	69.40	73.05	268.34	114.78	532.20
Grade 8 (EPQ)	70.00	80.96	85.23	313.06	133.92	620.76

These prices are per candidate, once you have paid for your registration you'll be sent an examination entry information sheet. You will need to enter your students' name, date of birth, examination grade entry and candidate number for each student. After completing the form, send it back to the office so we can cross reference it with your invoice and allocate a submission deadline. We will send your submission deadline via email, it will always be at least four weeks after receiving your examination entry information sheet.

CAST COMMENDATION FEES

The table below details the entry fees for the non-accredited Cast Commendations. Please check the website for the most updated prices.

CAST COMMENDATION FEES	GBP	EUR	USD	AED	AUD	YUAN
Level 1	10.00	18.00	20.50	80.00	60.00	150.00
Level 2	15.00	24.00	27.50	100.00	70.00	200.00
Level 3	20.00	30.00	34.50	120.00	80.00	250.00
Level 4	25.00	36.00	41.50	140.00	90.00	300.00
Level 5	30.00	42.00	48.50	160.00	100.00	350.00
Level 6	35.00	48.00	55.50	180.00	110.00	400.00
Level 7	40.00	54.00	62.50	200.00	130.00	450.00
Level 8	45.00	60.00	69.50	220.00	180.00	500.00

These prices are per student, per entry and are payable when booking the Commendation. Your Commendation submission date will not be confirmed until payment is made in full for your students entries.

MINIMUM ENTRY FEES

In order to book a Solo Examination or Cast Commendation date, you will need to meet the minimum entry fee, detailed below.

	GBP	EUR	USD	AED	AUD	YUAN
Minimum Entry Fees	300.00	400.00	450.00	1,700.00	670.00	3,200.00



As part of our customer service commitment to you, please do not hesitate to contact CEI at info@creative-ed.com with any queries. We will endeavour to assist you within 3 working days.



Creative Ed International

Unleash your creative power



info@creative-ed.com



www.creative-ed.com