



# Music Teaching Diplomas Syllabus Guide

Diploma in Music Teaching (DipRSL) at Level 4  
Licentiate in Music Teaching (LRSL) at Level 6

*Valid From December 2007*

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# Syllabus at a Glance

## Diploma in Music Teaching (DipRSL) & Licentiate in Music Teaching (LRSL)

Qualification Structure			
Qualification Titles	Total no. of units taken	Core units	Optional units
Level 4 Diploma in Music Teaching (DipRSL)	2	2	0
Level 6 Licentiate in Music Teaching (LRSL)	2	2	0

<b>Assessment Procedure</b>	All assessment is external assessment, i.e., materials are submitted by candidates for assessment by RockschooL. Candidates are additionally required to attend a practical examination session run by RockschooL.
<b>Unit Format</b>	Unit specifications contain the title, unit code, credit level, credit value, learning outcomes (what has to be learnt), assessment requirements (evidence on which the candidate is assessed), grading criteria (descriptors of the quality of work produced), and types of evidence required for the unit.
<b>Bands of Assessment</b>	There are three bands of assessment (distinction, pass and unclassified) for each learning outcome of each unit and for the qualification as a whole. To achieve a distinction for the overall qualification, candidates must achieve distinction for the whole Practical unit (MusT402 or MusT602) and two out of the four learning outcomes for the Lesson Planning & Delivery unit (MusT401 or MusT601). Otherwise, a pass or unclassified grade will be awarded.
<b>Quality Assurance</b>	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RockschooL and the Diploma and Licentiate qualifications conform to the normal quality assurance procedures and processes laid down by RockschooL.

Grade/Level References within Unit Requirements	
GRADE	LEVEL
Grades 1-3	Level 1
Grades 4-5	Level 2
Grades 6-8	Level 3

# SECTION A: Qualification Summary

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## A.1 Aims and Broad Objectives

The aim of both the Diploma and Licentiate qualifications (see A.4 below) is to provide flexible, vocationally-relevant qualifications at both Level 4 (Diploma) and Level 6 (Licentiate) for experienced/skilled musicians within any music genre, (including music technology), aged 18 years and over who wish to gain the skills-set to pass on their knowledge to others through teaching-based activities.

Please note that these qualifications are aimed at those who wish to become qualified to teach instrumental lessons in schools. They are not aimed at those who wish to work in what is known as the 'lifelong learning' sector, i.e. in FE and beyond. Candidates wishing to become qualified within the lifelong learning sector will be advised to engage with Rockscool's proposed Lifelong Learning teaching qualifications.

Throughout this document, the following shorthand will be applied:

- 'Diploma' shall refer to the Level 4 Diploma in Music Teaching
- 'Licentiate' shall refer to the Level 6 Licentiate in Music Teaching
- 'Qualifications' shall refer to both of the above where features of the qualifications are common to both.

The broad objectives are:

- To focus delivery and assessment on music-related teaching and learning with an emphasis on candidate centred activity;
- To make the qualifications as flexible as possible in the spirit of the Framework for Achievement and the new transferable unit-based framework being piloted by QCA in 2007;
- To make the qualifications relevant to a wide variety of applications from peripatetic classroom teaching in schools to Youth and Creative Apprenticeships and e-learning;
- To tie in with work on qualifications and skills development being undertaken by the Music Manifesto and to embrace the guidance of the Creative and Cultural Sector Skills Council (CC Skills) and the National Music Council's *Music Workforce Development Plan* (Dec 2004).

## A.2 Background

Both qualifications have been designed to provide relevant qualifications at Levels 4 and 6 for musicians aged over 18 years who wish to broaden their skills-set to include music education.

Recent research has shown that many musicians are increasingly forced to supplement their income through teaching<sup>1</sup>, but few have the formal qualifications to enable them do this. There are also many instrumentalists who have years of experience of performing who would like to bring their expertise to a younger audience, but who are held back from doing so for this reason. Thus

<sup>1</sup>See, for example, *Nice Work if You Can Get It* (Dave Laing and Norton York 2001), which details changes in the profile of musicians' income over the last thirty years.

the qualifications are about giving musicians properly qualified status, to make them 'fit for purpose'.

Many teaching qualifications at Level 4 and above are either generic in nature or are aimed at a specific genre of music. The Rockscool qualifications are music specific and will allow musicians of whatever genre to develop their skills within a relevant and meaningful framework.

The Diploma and Licentiate are endorsed by the Musicians' Union in the UK. The Diplomas are available to anyone, regardless of whether they are Musicians' Union members or not, and Rockscool has designed them to be taken by candidates within their own time. They may also be delivered by accredited centres in the UK and overseas (see Section D below).

The qualifications are therefore aimed at two types of musician:

- Musicians who are self-employed and wish to gain a qualification which will allow them to supplement their music-making activities more effectively through peripatetic instrumental teaching, masterclasses and workshops and/or as music leaders and facilitators in community centres, prisons etc.;
- Musicians who wish to become full or part-time music tutors/teachers in schools, FE and HE sectors. In this case the qualifications will provide an excellent vocationally-related entry point and stepping stone to further training beyond Level 6, such as the LLUK Diploma. In general, the Level 4 Diploma is directed at those candidates who either do not have any formal experience of teaching and who wish to become teachers or those candidates who are already teaching but are not particularly experienced. The Level 6 Licentiate is aimed at those musicians who already undertake a substantial amount of teaching but who would like to formalise their teaching practice within the framework of a properly accredited qualification.

For the purpose of this syllabus, the following terminology has been employed throughout:

- **Candidate.** This refers to anyone who is enrolled on either the DipRSL or the LRSL;
- **Learner.** This refers to anyone who is being taught by the Candidate.

In the DipRSL there will be one examiner present at the practical session (unit MusT402) and the session will be video recorded. In the LRSL there will be two examiners present at the practical session (MusT602) and the session will be video recorded.

One of the key features of the qualifications is that they ask candidates to gain their qualification within a work-based environment: typically, the resource materials for the candidates will be their current teaching practices. This will not necessarily be substantial and may consist of sample learners other than the submitted lesson. Candidates will be advised that if they do not have a teaching practice then the Diploma will be the best qualification to opt for.

It is intended that candidates should reflect upon their current teaching, conduct and record on DVD/video teaching sessions and/or facilitation. The environment for this may vary from a school or FE college, a recording studio facility, or private home to a community centre or prison. The first unit, Music Lesson Planning and Delivery, will therefore be assessed in a real vocational environment. The final qualification in each Diploma will be awarded upon successful completion of the two core units.

## A.3 Entry Requirements

**Diploma** candidates must be at least 18 years of age and will generally be expected to have a musical ability of Grade 8 or Level 3.

**Licentiate** candidates must be at least 18 years of age and have achieved either the Diploma (DipRSL) or Level 4 equivalent or have at least 3 years teaching experience. The latter must be confirmed by a reference letter from either a Head of Music (Schools), Centre Manager (private music schools) or a fellow Teaching Professional. Work experience should show a range of abilities and should include evidence of group/ensemble teaching, where possible.

*All candidates who are already teaching in the UK, or are intending to teach in the UK whilst preparing for the Diploma are required to have a CRB Enhanced Disclosure. This is in line with the new statutory changes, which is “the requirement for a CRB Enhanced Disclosure for all new appointments to the schools workforce under the intended School Staffing (England) (Amendment) (No. 2) Regulations 2006<sup>2</sup>”.*

*Rockschool currently offers the service for third parties to obtain a CRB Enhanced Disclosure. If you are interested in finding out more about this, please contact Rockscool. Contact details are available in Section L below.*

## A.4 Certification Titles

The Diploma qualification will be shown on the certificate as one of the following:

- Rockscool Level 4 Diploma in Music Teaching (DipRSL)
- Rockscool Level 6 Licentiate Diploma in Music Teaching (LRSL)

## A.5 Progression

These qualifications are designed to offer direct progression into certain sectors of music education while also acting as an introduction, or preliminary stage, to undergraduate or postgraduate teacher training qualifications depending on the qualification taken.

The level and content of the qualifications are ideal for musicians working in educational activities such as peripatetic instrumental/music technology teaching (freelance and in schools), music workshops/masterclasses and music facilitation.

The Level 4 Diploma qualification introduces candidates to fundamental teaching and learning concepts which can be revisited through progression to PGCE, City & Guilds teacher training courses and the new Lifelong Learning qualifications (endorsed by LLUK) at Level 3-5/6 leading to Fully Qualified Teacher Status. The Level 6 Licentiate qualification extends experienced candidates' knowledge and practice in a range of teaching activities and contexts.

<sup>2</sup> Safeguarding Children and Safer Recruitment in Education, came into force 1 January 2007, DfES

## A.6 Qualification Structure

The Diploma and Licentiate qualifications each consists of two core (compulsory) units. These core units are the same for both the Diploma and Licentiate qualifications.

**Unit one:** the first unit consists of evidence of teaching and lesson planning across a range of music teaching contexts (MusT401 & MusT601).

**Unit two:** the second unit is a practical unit in which a candidate attends a specially convened examination event run by RockschooL (MusT402 & MusT602).

A fuller guide to the content is shown in Section B and C below and in the Unit Specifications tables.

Candidates applying to complete the Qualifications will be required to submit the completed work for Unit One. This will be reviewed by an examiner and feedback will be given back to candidates, where applicable. If the submission for Unit One is not complete, or requires further work to achieve a pass, the candidate will be given the opportunity to resubmit. Candidates with completed Unit One entries will then be invited to attend the practical examination session (Unit Two).

Where a candidate's work for Unit One requires minor additions/amendments, the candidate will still be invited to attend the practical examination session (Unit Two), where the minor additions/amendments may be discussed with the examiners. The qualification will not be awarded until the additions/amendments have been resubmitted and passed by RockschooL.

## A.7 Unit Content

The content of each unit according to its learning outcomes and assessment requirements is shown in the following section.

## SECTION B: Level 4 Diploma in Music Teaching (DipRSL)

### **Unit One: Music Lesson Planning and Delivery (MusT401)**

*The content of this unit is made up of three principal forms of evidence:*

- A DVD/video submission of lesson in action
- A DVD/video submission of the candidate's instrumental/music technology ability
- Lesson plans and practice logs

#### **Lessons in Action**

*Here the candidate should submit a short DVD/video of one complete lesson lasting not less than twenty minutes. This must be of a learner up to Grade 1/Entry Level standard and may be either a one-on-one or a group lesson. **The candidate must provide a release form from the parents of the pupil/s, agreeing to the video lesson being used for Diploma purposes.***

*Before the lesson the candidate will state the aim and objective to camera. They should give a brief outline of the learner's musical education to date and where the submitted lesson sits in relation to the lesson plans. They will also make a summary of the lesson afterwards to camera. The summary does not have to be given immediately, but should include evaluation of the lesson, how it achieved the aims and in what areas the aims were not achieved or were modified.*

*The DVD/video submission should clearly demonstrate the candidate's ability to communicate ideas and suggestions in order to enable the learner to progress, as well as addressing relevant technical and/or musical situations. The candidate should focus on maintaining and developing the interest of the learner/s with appropriate materials/activities. The lesson should clearly show structure and objectives, which includes technique (if appropriate) and musicality within a piece and also show evidence of the candidate's ability to communicate technical work, basic aural and reading skills to the learners.*

*For those candidates submitting a technology lesson, the lesson must contain clear evidence of guidance and interaction with the learner. Work should show evidence of development through experimentation and discussion and where appropriate guidance for parameters (for example looping, editing, use of compression and EQ) when working in particular styles. The lesson should highlight likely relevant technical and stylistic issues at the submitted level.*

*The candidate will be expected to communicate and demonstrate to the examiners in MusT402 their reasoning and approach.*

#### **Candidate's Instrumental/Music Technology Ability**

*The candidate will be expected to submit and comment upon a performance for a period of 10-12 minutes, choosing a piece at Level 2 (Grades 4-5) standard. The candidate will be expected to highlight areas of possible technical/musical problems (to camera) that have not been covered in the lesson submitted and be able to communicate and demonstrate their ideas on how these should be dealt with. They should also address musical, stylistic and interpretative issues where appropriate.*

Technology candidates must submit work of a different level from the submitted lesson (up to Grade 5/Level 2). They should state clearly to camera their aims and objectives and also provide evidence of possible stylistic and technical problems learners might encounter and how to resolve them. If visual evidence is not possible, the candidate must ensure that they submit relevant screen shots etc to show their reasoning.

## **Portfolio of Lesson Plans and Practice Logs**

### **Lesson Plans**

The candidate is required to submit detailed lesson plans covering ten lessons (one term of ten lessons) for two learners/groups/ensembles. One must be of the DVD/videoed learner above and one for a learner of Level 2 ability. An outline with projections for a subsequent set of ten lessons for both learners is also required. The submission and plans will form part of the examination discussions in the practical unit (see MusT402 below).

The plans are based on twenty minute lessons, but can vary according to candidate's own teaching requirements and should show clear structure to each lesson to include a variety of work/exercises/activities which evidence technical work, aural skills and reading skills where appropriate. Approximate timings for each element covered should be included.

Technology candidates must submit lesson plans that cover relevant issues for the submitted level. This might include the use of music programmes, editing, sequencing, stylistic considerations, technical expectations and limitations at the submitted level. Where possible, timings for elements should be given.

**If a group/ensemble lesson has not been submitted on DVD/video or as part of the detailed lesson plans, the candidate should also submit an outline of a set of five lessons for a small group of learners (between a minimum of three and a maximum of six learners) who are of the same ability and instrument.**

### **Practice Logs**

The candidate should submit 10 detailed practice/revision logs (one term of 10 lessons) for the learner/s, clearly showing the structure of the lesson, what has been achieved, what is needed for improvement and the setting of goals.

## **Unit Two: Assessing and Observing Music Teaching Practice (MusT402)**

*This is a practical unit that takes the form of an examination.*

*The content of this unit is made up of two principal forms of evidence:*

- **Session 1:** Assessment of generic teaching techniques shown on DVD;
- **Session 2:** Practical examination/discussion of teaching strategies and outcomes, small business practice and special educational needs.

*The second unit takes the form of a practical examination undertaken by the candidate. Candidates who are successful in the evaluation of their first submissions in MusT401 will be invited to the practical examination that forms part of MusT402.*

### **Session 1 (Part A): Assessment of Generic Teaching Techniques – 2 hours**

*This part of the assessment session will be concerned with general approaches to teaching rather than with the specifics of instrumental learning. Here candidates, in groups of no more than five, will be shown a series of short extracts from lessons showing learners being taught up to Grade 5/Level 2, including absolute beginners. The extracts will consist of both one-on-one and group lessons (at the same level of competence). The sample DVDs will outline 'effective' and less 'effective' ways of teaching and communication, and candidates will be expected to communicate their conclusions (both verbally and in their notes) clearly and concisely in the practical discussion.*

*Candidates will comment on areas within the lessons extracts that have been well covered as well as any areas for improvement. Candidates should also look to see how the extracts deal with issues such as Health & Safety and Child Protection issues.*

### **Session 1 (Part B): Assessment of Learner Performances**

*The candidate will also be shown performances (up to Grade 5/Level 2) and will be expected to assess the performance of each learner within each grade/level. It is not expected that the candidate will complete a full report but communicate an outline of each performance and the learner's general playing ability. At this level the extracts will be confined to performance pieces.*

*Technology candidates will be shown work on a computer that has been made by computerised means (up to level 2) and will be expected to assess the level and competency of the work. It is not expected that the candidate will complete a full report but communicate an outline of each work.*

### **Session 2: Practical Examination/Discussion of Teaching Methodologies, Small Business Practice & Special Educational Needs – 40 minutes**

*The examiner will have a discussion with the candidate based on the submitted DVD/video lessons and the earlier DVD examples. The candidate must be prepared to communicate their thoughts and methods in dealing with the possible teaching scenarios outlined by the examiner. At this level the scenario will be for a beginner and the age will be given by the examiner.*

*The candidate should consider this in their response. A degree of practical demonstration is expected at this level and the examiner will take into consideration its relevance and effectiveness.*

*If the submitted lesson evidence was for a one-on-one lesson, the examiner will expect knowledge of approach to group/ensemble teaching with reference to the earlier DVDs shown and the submitted lesson plans of MusT401. At this level this will be confined to similar ability and instrument. It is expected that the candidate will be aware of possible problems and have knowledge of resources to address them.*

*The candidate will be expected to bring their portfolio from MusT401 and any suitable supporting materials to the discussion. They should be prepared to show, with examples, the reason for their choices and how they benefit their learners, with reference to particular areas.*

*The candidate will also be expected to have a general awareness of small business practice with a view on how to set themselves up as a self employed music teacher. This will not require in depth knowledge but candidates will be expected to know where the information may be found and the general points to be observed. This will include the current position concerning issues of Health & Safety and Child Protection and how these issues relate to their observations of the examples used earlier in the session.*

*They will also be expected to be aware of the issues concerning the teaching of learners with Special Educational Needs and have an outline on activities that engage and develop interest. They will be expected to have a general knowledge on **two areas** of special educational needs chosen by the candidate.*

*The candidate is required to be able to identify their strengths and weaknesses and show their ability to adapt and improve. At this level it is expected that the candidate is aware of the relevance of self assessment and of resources to access continuing professional development.*

## SECTION C: Level 6 Licentiate Diploma in Music Teaching (LRSL)

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### **Unit One: Music Lesson Planning and Delivery (MusT601)**

*The content of this unit is made up of three principal forms of evidence:*

- A DVD/video submission of lessons in action
- A DVD/video submission of the candidate's instrumental/music technology ability
- Lesson plans and practice logs

#### **Lessons in Action**

*The candidate should submit a DVD/video of two contrasting lessons of different levels (up to Grade 8/Level 3). One submission must be of a group/ensemble lesson and may include different instruments. **The candidate must provide a release form from the parents of the pupil/s, agreeing to the video lesson being used for Licentiate purposes.***

*The submission must be of two complete lessons each lasting not less than 20 minutes. The length may vary according to candidate's teaching requirements. The candidate should clearly demonstrate the ability to communicate fully ideas and suggestions to enable the learner/s to progress, as well as addressing technical or musical problems in comprehensive detail. The standard of the learner/s is the candidate's choice but it should be remembered that this submission will form a substantial part of the practical demonstration and discussion.*

*Before the lesson the candidate will state the aim and objective in detail to camera. This should include a brief outline of learner's musical education to date and where the submitted lesson sits in relation to the lesson plans. They will also make a detailed summary of the lesson afterwards to camera. The summary should include evaluation of the lesson, how it achieved the aims and in what areas the aims were not achieved or were modified. At this level the candidate is expected to suggest various ways of resolving any issues that arise.*

*The lessons should show clear evidence of technique and musicality within a structure and should also contain consistent evidence between them of the following: technical work, aural skills, improvisation, reading skills, stylistic understanding. The lessons will be expected to highlight possible areas for problems and show resources that address the issue.*

*Candidates submitting a technology lesson are expected to cover relevant areas in considerable detail. This may include use of different programmes, constructing loops, editing, sequencing, stylistic considerations and instrumentation. The candidate must ensure that there is clear evidence of consistency of approach and reasoning throughout the lesson.*

*The candidate will be expected to communicate and demonstrate to the examiners in MusT602 their reasoning and approach.*

### **Candidate's Instrumental/Music Technology Ability**

*The candidate will be expected to submit and comment upon a performance for a period of 15-18 minutes, choosing a piece from a different grade/level to the submitted lessons (up to grade 8/level 3). The candidate will be expected to highlight areas of technical and musical problems (to camera) that have not been covered in the lessons submitted and be able to communicate and demonstrate fully their ideas on how these should be dealt with. They should also address musical and interpretive issues in depth where appropriate.*

*Technology candidates must submit work of a different level from the submitted lesson (up to level 3). They should state clearly to camera their aims and objectives and also provide evidence of possible stylistic and technical problems learners might encounter and how to resolve them. If visual evidence is not possible, the candidate must ensure that they submit sufficient screen shots etc to show their reasoning.*

### **Portfolio of Lesson Plans and Practice Logs**

#### **Lesson Plans**

*At the time of the DVD/video submissions the candidate will be expected to submit a series of lesson plans covering 20 lessons (two terms of ten lessons) for the two DVD/video submissions. These should show a clear structure and include a variety of work within each lesson. Timings for each element covered should be given where appropriate. Candidates are also required to submit a detailed outline with projections for a third set of ten lessons. This represents a teaching plan equivalent to a whole academic year. The submissions and plans will form part of the examination discussions in the practical unit (see MusT602 below).*

#### **Practice Logs**

*The portfolio should also contain 20 detailed learner practice/revision logs (two terms of 10 lessons) for the lessons, clearly showing the structure of the lesson, what has been achieved, what is needed for improvement, ways of achieving these and the setting of goals. Appropriate level of detail is required at this level. The logs should also show knowledge and understanding of good practice. They should include evidence of varied technical work, aural skills, improvisation and reading skills where appropriate.*

## **Unit Two: Assessing and Observing Music Teaching Practice (MusT602)**

The content of this unit is made up of two principal forms of evidence:

- **Session 1:** Assessment of generic teaching techniques on DVD;
- **Session 2:** Practical examination/discussion of teaching strategies, small business practice and special educational needs.

### **Session 1 (Part A): Assessment of Generic Teaching Techniques – 2½ hours**

This part of the assessment session will be concerned with general approaches to teaching rather than with the specifics of instrumental learning. Here candidates, in groups of no more than five, will be shown a series of extracts of lessons showing learners being taught at various grades/levels (up to Grade 8/Level 3). The extracts will consist of both one-on-one and group lessons and will cover all abilities within the levels prescribed. The teaching shown in these extracts will not focus on the relative effectiveness of the teaching approach as such; rather they will provide a range of contexts in which a number of teaching approaches can be explored and analysed.

The candidate should make notes/summaries, assessing the advantages/disadvantages of the teaching strategies being shown, paying full attention to the context in which the teaching takes place. Candidates should comment on areas within the lessons that have been well covered and to explain in what circumstances they would be most effective as well as any areas for improvement. Candidates will be expected to communicate their decisions (both verbally and in their notes) clearly, concisely and comprehensively. Candidates should also look to see how the extracts deal with issues such as Health & Safety and Child Protection.

### **Session 1 (Part B): Assessment of Learner Performances**

The candidate will also be shown graded performances, including groups (up to Grade 8/Level 3), and be expected to assess the level of each student/group. A degree of differing student ability within the group will be evident. It is expected that the candidate will complete a report and be able to comment in detail on the various components shown and offer an assessment of the individual's abilities. The candidate should be prepared to comment on the strengths and weaknesses in the performances.

Technology candidates will be shown work on a computer that has been made by digital means (up to Level 3) and will be expected to assess the level and competency of the work. It is expected that the candidate will complete a report and communicate an outline of each work.

### **Session 2: Practical Examination/Discussion of Teaching Methodologies, Small Business Practices & Special Educational Needs – 60 minutes**

The examiners will then have a discussion with the candidate based on the submitted DVD/video lessons and their own performance. This will take the form of scenario analysis. These will be chosen by the examiners and candidates should be prepared to communicate and demonstrate, where appropriate, their reasoning and methodology. Practical demonstration and involvement

*is expected at this level, and examiners will take into consideration the relevance and effectiveness of these demonstrations undertaken by the candidate.*

*The primary consideration for the Licentiate will be the candidate's effectiveness to fully communicate their ideas. At this level they will be expected to show various solutions to the same problem thereby showing their ability to accommodate learners' particular needs (visual, aural, special needs). At this level, it is expected that the candidate will communicate/demonstrate in depth, varied approaches to engage learners, taking into consideration age, ability and temperament.*

*The candidate should bring to this part of the examination their portfolio from MusT601 and substantial supporting materials that enhance and contribute to their approach to the above. They will be able to communicate the reasoning for their choices and the effectiveness of the materials in achieving their approach and to integrate them into discussions where appropriate.*

*The candidate will also be expected to have a detailed awareness of small business practice with a view on how to set themselves up as a self-employed music/music technology teacher. Candidates will be expected to know where the information may be found and the general points to be observed. This will include the current position concerning issues of Health and Safety and Child Protection and how these relate to the observed examples used earlier in the session.*

*They will be expected to be aware of the issues concerning the teaching of learners with Special Educational Needs and have an outline on activities that engage and develop interest. They will be expected to have more detailed working knowledge on **two areas** of special needs chosen by the candidate.*

*The candidate is required to identify their strengths and weaknesses and show their ability to adapt and improve. At this level it is expected that the candidate is aware of the relevance of self assessment and of the importance of continuing professional development and that they have the knowledge of how to access this information.*

## SECTION D: Assessment Information

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### D.1 Assessment Methodology

The underlying philosophy for assessment is that candidates should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential in each aspect of the qualification for which they are registered.

To this end, a variety of methodologies are used in the assessment of the Diploma and Licentiate. The three principal assessment mechanisms used are:

- visual evidence in the form of DVD/video evidence
- written support materials
- group exercises and a one-on-one examination

Candidates are expected to be self-supporting in the creation of the materials to be submitted for assessment. However, they will be able to gain access to materials from Rockschooll and from the Musicians' Union (eg exemplar materials, health and safety leaflets, child protection issues).

All assessment undertaken within these qualifications is external. Candidates are required to submit to Rockschooll their work in one unit in DVD/video format and on paper. In the second unit candidates will be invited to attend an assessment day during which they will be asked to undertake a number of tasks connected with the unit which will be assessed.

### D.2 Unit Format

Each unit includes:

- Unit Title
- Credit Level
- Credit Value
- Unit Code
- Learning Outcomes – a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Requirements – the evidence upon which the candidate is assessed

### D.3 Learning Outcomes

Learning outcomes are specific to each unit, and are included in the unit specifications, and have an associated set of assessment requirements. Successful completion of learning outcomes is essential in order for the minimum grade for the unit to be awarded.

### D.4 Assessment Requirements

The evidence required by the candidate is detailed in the assessment requirements, specific to each unit, as laid down in the unit specifications. Candidates must ensure that all of the assessment requirements are fulfilled upon completion of the unit. Successful completion of all of these tasks is essential in order for the minimum grade for the unit to be awarded.

In general, the types of evidence required by candidates may include some of the following:

- DVD/Video evidence of observation and teaching
- Course/curriculum rationales
- Schemes of work and lesson plans
- Handouts
- Reports identifying specific skill development
- Business plans
- Diagrams/Graphs
- Illustrations/Screenshots
- Recorded Discussions
- Simulation
- Oral evidence

## D.5 Grading Criteria

Grading criteria is specific to each unit and a detailed descriptor for unclassified, pass and distinction is listed below.

The grade awarded to each candidate in each unit will depend in practice upon the extent to which the candidate has met the grading criteria overall. Candidates will need to fulfil all of the learning outcomes contained within the unit in order to be eligible for grading at pass level or above.

Not all of the tasks will have to be completed to an equal standard in order to qualify for a specific grading. The examiners will weigh the balance of achievement produced by each candidate taking into account the number of tasks within each unit and the balance of significance of the tasks within each unit.

Rockschool's examiners will apply the detailed grading criteria laid down in each unit as required. The grading criteria are 'banded' into the following categories of distinction, pass or unclassified:

- **Distinction:** a distinction grade will be awarded where a candidate has produced work to a high standard in all or most of the tasks contained within a unit. They will be a highly skilled and engaging music teacher who is able to produce high class work that is fit for the teaching context in which they operate. They will be capable of producing highly original material for schemes of work and have a thorough grasp of acceptable methods of delivery. Within the DipRSL they may need to identify which skills they need to develop to work effectively at a higher level.
- **Pass:** a pass grade will be awarded where a candidate has produced work to the required standard in all of the tasks contained within a unit. They will be a competent music teacher who is able to produce high class work that is fit for the teaching context in which they operate. They will be capable of producing original material for schemes of work and have a thorough grasp of acceptable methods of delivery. Within the DipRSL they may need to develop certain skills to work effectively at a higher level.
- **Unclassified:** an unclassified grade will be awarded where the candidate has produced work which does not meet the tasks contained within the unit at either level. They will usually be a music teacher who needs to develop their skill base at the set level. They may not have the skills needed to develop their work at a higher level.

## ***Grading Criteria for Individual submissions***

### ***DVD/Video of learner lesson/s***

- **Distinction:** Immediate and consistent engagement of the learner through inventive and engaging means of communication. This will be demonstrated both to camera and in the lesson. There will be clearly laid out objectives and structure that enhance the learners development and work will be delivered effortlessly.
- **Pass:** Clear and reliable engagement of the learner through effective means of communication. This will be delivered both to camera and in the lesson. There will be clearly laid out objectives and structure that enhance the learners development and work will be delivered with a degree of confidence.
- **Unclassified:** Inconsistent engagement of the learner with communication basic and limited. Objectives and structure will not be clearly defined and the chances of development for the learner will be inconsistent.

### ***DVD/Video of candidate's performance***

- **Distinction:** appropriate and clearly justified choice of repertoire/style with the performance/construction fluent and masterful, given with a high level of understanding for the grade/level. The explanation of possible problems given clearly and concisely and the proposed resolutions clearly laid out and demonstrated employing a variety of approaches where appropriate.
- **Pass:** appropriate and clearly justified choice of repertoire/style and the performance/construction competent, given with an appropriate understanding for the grade/level. The explanation of possible problems given with sufficient understanding and the proposed resolutions explained and demonstrated if a little limited in approach.
- **Unclassified:** The choice of repertoire/style unclear or inappropriate and the performance/construction hesitant for the grade/level. The explanation of problems vague and the resolutions ineffectual or inappropriate.

### ***Portfolio of Lesson Plans, Practice Logs and Supplementary Material***

- **Distinction:** Highly organised and concise lesson plans showing clear structure and development relevant to the learner highlighting relevant areas for improvement and with inventive and engaging suggestions to achieve the stated goals. The practice/revision logs will be consistent and structured employing effective and appropriate language. Expectations will be realistic and achievable. Supplementary material suggested will be considerable, varied and appropriate to the learner.
- **Pass:** Well organised and concise lesson plans showing structure and development for the learner. There will be evidence of invention to help correct learner's weaknesses in an effective way. Practice/Revision Logs will be consistent and structured with use of appropriate language for the learner. Expectations will be realistic and achievable and supplementary material will be appropriate and relevant if limited.
- **Unclassified:** Lesson plans will be disorganised with little evidence of structure and development for the learner. Areas for learner's improvement will not be consistent and the solutions may lack effectiveness or be inappropriate. Practice/Revision Logs will be lacking structure

and/or consistency and language used may be ambiguous or inappropriate. Expectations will be lacking in potential or unrealistic and supplementary material will be minimal or inappropriate.

### ***Practical Unit***

- **Distinction:** Observations of lesson extracts will show considerable insight and conclusions will be delivered with clarity and understanding. Suggested material and approaches will show a highly developed understanding of the situation and the outcomes will be clear and considered. Any demonstrations and scenario roles will be acquitted with ease and confidence, with immediate understanding of the aims, and delivered concisely and effortlessly. A detailed grasp and understanding of other areas of business and special needs and access to resources will be apparent.
- **Pass:** Observations of lesson extracts will show insight and the conclusions will be delivered with clarity and understanding. Suggested material and approaches will show a good understanding of the situation and the outcomes will be clear and considered. Any demonstrations and scenario roles will be acquitted with confidence and the aims will be achieved appropriately. A basic understanding of other business areas and special needs and access to resources will be apparent.
- **Unclassified:** Observations of the lesson extracts will show little or no insight and conclusions will be incorrect or unclear. Suggested material and approaches will show little or no understanding of the situation and the outcomes will be unclear or muddled. Demonstrations and scenario roles will be limited or not given and the aims misunderstood. Understanding of other business areas and special needs will be limited or incomplete and knowledge of accessing resources not shown.

## **D.6 Grading Formula**

The qualifications will be graded according to the following formula:

- **Pass:** candidates must secure a pass in each part of each unit in order to pass the qualification overall. This includes the two DVD submissions and the portfolio of materials in MusT401 or MusT601 and the practical units MusT402 or MusT602.
- **Distinction:** candidates must achieve distinction for the whole Practical unit (MusT402 or MusT602) and two out of the four learning outcomes for the Lesson Planning & Delivery unit (MusT401 or MusT601).

## **D.7 Expectations of Knowledge, Skills and Understanding**

The following standard of work should be taken into account.

**Level 4** learning recognises the ability to gain and, where relevant, apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people working independently, or in some areas supervising and training others in their field of work.

It is expected that candidates will have well-developed, and/or well-structured, musical skills which will form the basis of their expertise and so the basis of their teaching. The candidate's musical talents/music technology abilities will be supplemented by a clear and objective vision of how the candidate's skill-set can be used to pass on learning to others.

**Level 6** learning recognises the ability to gain and apply a wide range of knowledge, skills and understanding. Learning at this level involves obtaining highly detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently, or in some areas supervising and training others in their field of work.

It is expected that candidates will have highly-developed, and well-structured, musical skills which will form the basis of their expertise and so the basis of their teaching. The candidate's musical talents/music technology abilities will be supplemented by a clear and objective vision of how the candidate's skill-set can be used to pass on learning to others. The motivation to teach and be innovative in that teaching are core expectations.

The above should be considered in the context that these qualifications will only be available for candidates aged 18+ years.

## **D.8 Resubmissions**

Formative assessment is available to candidates from Rockscool who make their submissions of either MusT401 or MusT601. Rockscool will inform candidates of the initial outcomes of their submissions for these units and may invite candidates to make a further submission of evidence within a prescribed time frame before the candidate progresses to the second unit within their chosen qualification (ie either MusT402 or MusT602).

Rockscool will allow for the partial resubmission of specified elements of either MusT401 or MusT601 in order to prevent unnecessary resubmissions of all the assessment requirements in these units.

Candidates that are unsuccessful in the practical unit (MusT402 or MusT602) will be able to apply for a re-examination of the unit as long as this is no more than four examination periods after the initial submission.

## **D.9 Quality Assurance**

All externally assessed units are standardised according to the processes and procedures laid down by Rockscool. These are found in the *Quality Assurance Handbook*.

## **D.10 Authenticity of work**

Candidates are expected to take all necessary steps to ensure that the work submitted for assessment is authentic and original. Candidates will be required to confirm to Rockscool that the assessment evidence is authentic through the completion of an authenticity statement signed by the candidate upon submission of their evidence.

## **D.11 Presentation of work for submission**

Each candidate is required to complete a check list to ensure they have fulfilled all relevant parts to the unit, and submitted all appropriate materials. All work must be suitably labelled with the candidate's name and individual candidate number. Rockscool will notify the candidate of their candidate number during the registration/ application process. The work should be accompanied

by the candidate's statement of authenticity and should be sent to Rockscool's main office address by the due submission date.

## **D.12 Results and Certification**

Candidates will be informed of their provisional results within four weeks of the completion of both units. All certificates will be issued after the formal completion of all quality assurance processes. Candidates will receive their certificates and a transcript of the practical unit (either MusT402 or MusT602) within 10 working days after the completion of all quality assurance processes.

## **D.13 Programme Delivery Models**

The Diploma and Licentiate qualifications have been designed to be undertaken by candidates using self-studying methods. However, accredited centres can offer these qualifications using any mode of delivery that meets the needs of their candidates. It may be offered through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever the mode of delivery, centres must ensure that candidates have appropriate access to the resources required for high quality delivery of the course, and subject specialist staff.

## SECTION E: Centre Approval

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### E.1 Centre Approval Application Procedures

Centres must apply for approval prior to enrolling candidates. All centres are approved by Rockschoool.

Centres are required to complete an application form, available from the Rockschoool website ([www.rockschoool.co.uk](http://www.rockschoool.co.uk)). Centres are asked to fill out the form, stating which qualifications for music teaching the centre wishes to offer. This form should be returned to Rockschoool along with the CVs of all teaching staff.

Rockschoool will acknowledge receipt of the application and make an internal review. Where the application is complete and meets the approval criteria (see below), Rockschoool will confirm that the application has been successful within 15 working days of receipt.

Where the application is incomplete, or does not fully meet the approval criteria, Rockschoool will provide details of the additional information required to process the application within 15 working days of receipt.

In each case an approval visit (which will usually last half a day) may be required in order to verify the details contained within the application form. In this situation, Rockschoool will arrange a visit at a mutually convenient time.

Approval, once given, is deemed to be continuous subject to:

- The qualification being delivered to the satisfaction of Rockschoool, including the satisfactory fulfilment of any agreed action plan;
- The qualification being continuously offered without a break of more than two years, in which case the centre may be required to re-submit the application.

Periods of accreditation for these qualifications to appear in Frameworks operated by the Qualifications and Curriculum Authority (QCA) may be subject to changes in the regulatory environment. Active centres will be kept informed of any changes which might affect their approved status.

### E.2 Approval Criteria

Rockschoool is in constant consultation with the QCA's Centre Recognition Project regarding recommendations in order to maintain a good level within its centres. Rockschoool is aware of the QCA's efforts to develop and implement new Centre Recognition forms in which Rockschoool will make every effort to adapt to the existing and new qualifications once it is available.

In order to gain approval to offer any or all of the qualifications, the following criteria must be met:

- **Management Systems:** there are appropriate systems for managing the effective delivery of the qualifications (for example, regular team meetings, clear lines of responsibility etc);

- **Access to Assessment:** the centre has a clear commitment to equal opportunities;
- **Assuring Standards of Assessment:** there are arrangements for managing assessment which will ensure consistent standards across the centre;
- **Assuring Course Quality:** the centre's teaching team has the commitment and the expertise to deliver the programme according to the learning schedules established by Rockscool;
- **Induction and Learning Programme:** there is a commitment to providing effective induction and learning support for candidates;
- **Staff Resources:** there is an appropriate staff development plan and appropriate provision to allow this to be implemented;
- **Physical Resources:** each centre needs to have appropriate resources for the qualifications which they wish to offer to candidates.

The *Centre Approval Form* provides further details regarding the Approval Criteria.

# SECTION F: Candidate Access and Entry

## F.1 Access and Entry

The qualifications will:

- be available to anyone with Grade 8 standard (DipRSL)
- be available to anyone with at least three years' teaching experience, confirmed by a head of music or fellow music professional (LRSL)
- offer equal opportunities for all wishing to access the qualifications

At the point of application, RockschooL and/or centres will ensure that all candidates are fully informed about the requirements and demands of the qualification.

DipRSL			
PERIOD	A	B	C
Submission for Unit 1 MusT401	1st April	1st October	1st December
Practical examination for Unit 2 MusT402	April 1st to May 15th	1st Oct to 15th Nov	January 3rd -31st

LRSL			
PERIOD	A	B	C
Submission for Unit 1 MusT601	1st April	1st October	1st December
Practical examination for Unit 2 MusT602	April 1st to May 15th	1st Oct to 15th Nov	January 3rd -31st

- Registration for DipRSL and LRSL can be made at any time.
- Fees and relevant Diploma entry forms are downloadable from [www.rockschool.co.uk](http://www.rockschool.co.uk)
- For regulations, including fees, deferment, resubmission, cancellation and venues, see p.40 **RockschooL Teaching Diploma Regulations**
- Submission for Unit 1 (MusT401 & MusT601) can be posted (courier or registered) or e-mailed.

## F.2 Recommended Prior Learning

When reviewing the combinations of qualifications and/or experience held by applicants when applying for either of the qualifications the following may be taken into account:

- related Level 3 and/or Level 4 qualifications;
- related musical experience;
- teaching experience (e.g. workshops, classroom teaching, presentations, etc.);

Any candidate over the age of 18 may apply for either qualification. There is no upper age limit.

## F.3 Accreditation of Prior Learning (APL)

The Accreditation of Prior Learning (APL) is the process of recognising a candidate's previous achievement or learning experiences. APL is of particular value to candidates without formal qualifications who are either in employment, preparing to enter, or returning to employment. It may apply to, for example, BTEC qualifications, GCSEs in vocational subjects, VCEs, Key Skills and NVQs. RockschooL encourages centres to recognise candidates' previous achievement and experience through APL, for example through study or in previous or current employment, or whilst undertaking voluntary work that relates to one or more of the units in the qualification. APL can enable the candidate to move directly to the assessment stage without duplicating the learning process. It does not, however, negate the need for the assessment process to take place.

## SECTION G: Complaints and Appeals

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All complaints and appeals are dealt with by Rockscool according to the protocols laid down in the Policies and Procedures document.

Rockscool aims to resolve all complaints within five working days and appeals arising from the operation of these qualifications within 15 working days.

### G.1 Complaints

Centres that feel they have a complaint to make should make early contact with Rockscool via the Director of Academic Affairs or the Director of Operations. This may be done by telephone in the first instance. If the issue cannot be resolved satisfactorily, centres are requested to make a formal complaint in writing to the Chief Executive.

All formal complaints will be acknowledged within three working days. Formal complaints will be dealt with by Rockscool. Rockscool will ensure that all complaints are followed up after resolution to ensure that a satisfactory conclusion has been reached.

### G.2 Appeals

Rockscool will operate appeals procedures for dealing with appeals either from centres or from candidates. Appeals from centres may take two forms:

- Appeals against decisions made by the awarding body (Rockscool) with regard to centres and;
- Appeals against decisions taken by the awarding body with regard to candidate results.

#### Appeals by Centres

All appeals relating to centres will be dealt with by Rockscool. All correspondence with the centre in question should be sent to Rockscool in the first instance and marked for the attention either of the Director of Academic Affairs or the Chief Executive.

#### ***Appeals against a decision concerning a centre's application to offer a qualification***

Rockscool will send centres a detailed written explanation in the event of an application to offer a qualification being turned down. Rockscool will detail the additional action needed to be taken by the centre to ensure that a further application would be successful. The appeal may include or focus on the results of the verification visit undertaken as part of the original application process.

Appeals against such decisions need to be sent to the Qualifications Manager at Rockscool. All appeals of this nature will be acknowledged. The appeal will be reviewed by Rockscool and all the relevant evidence will be reassessed. Rockscool will advise the centre in writing of the outcome of this review.

#### ***Appeal by a centre concerning removal of its approved status***

Appeals against the decision to remove a centre's approval status must be made in writing to the Qualification Manager at Rockscool, accompanied by supporting evidence.

All appeals of this nature will be acknowledged in writing and will be reviewed by Rockscool and all the relevant evidence will be reassessed. Rockscool will advise the centre in writing of the outcome of this review. Rockscool reserves the right to charge a fee for this review which will be refunded if Rockscool decides to reinstate the centre's approval status.

## Appeals by Candidates

All appeals by candidates will be reviewed by Rockscool. There are two cases in which candidates may register an appeal.

### ***Appeal by a candidate against an assessment decision***

In this case candidates have one of two grounds on which to lodge an appeal:

- Errors in the conduct of assessment procedures
- Mismatch between the comments made and the grades awarded to candidates

It is a condition of centre approval that all centres running either qualification have their own candidate appeals procedures in place which will come into operation in such cases. These procedures should include:

- Identifying the person with whom the candidate should lodge the appeal
- Stating the form in which an appeal is to be made
- Incorporating an appeals panel or equivalent which is independent and objective
- Stipulating a clear time scale for dealing with the appeal

No member of the centre's appeals panel should have any connection with the programme or the original assessment decision that is the subject of the appeal (such as the assessor team for qualification).

## G.3 Adjudication and Second Stage Appeals

Rockscool will operate the following procedures with regard to the management of the appeals processes.

**Appeals relating to centres:** Rockscool will adjudicate all appeals made by centres. These appeals will be adjudicated according to the centre's ability to offer the qualifications it wishes in relation to the centre approval criteria laid down by Rockscool.

**Appeals relating to candidates:** the adjudication of all first stage appeals will be the responsibility of Rockscool. Rockscool will require centres to provide them with a copy of all paperwork relating to appeals made by candidates. Rockscool will adjudicate all first and second stage appeals according to the criteria established for the review of assessment procedures and/or the allocation of grades and comments.

Rockscool reserves the right to charge a fee for this service which will be refunded if Rockscool rules in the appellant's favour. Centres may seek advice from Rockscool about the creation of appropriate appeals procedures and structures. Rockscool's decision in relation to second stage appeals will be final.

## SECTION H: Equal Opportunities Policy

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Rockschool Ltd is committed to a comprehensive policy of equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities without regard to race, religion, colour, sex, age, national origin, disability or sexual orientation, and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate registered on either the DipRSL or the LRSL receives less favourable treatment on grounds not relevant to good candidate practice.

All centres wishing to offer the Rockscool DipRSL or LRSL must be able to provide a copy of its own Equal Opportunities Statement and Policy for the candidates enrolled onto each course leading to the qualification in question. Rockscool offers the following as guidance for centres.

### ***Policy Statement***

The policy and practice of the company require that all candidates are afforded equal opportunities within the conduct of the course on which they are enrolled. Candidate progression within the course will be determined only by personal merit and the application of criteria applicable to the units of study within each qualification. In all cases, ability to undertake the course will be the primary consideration.

All candidates have a duty to co-operate to ensure that this policy is effective to ensure equal opportunities and to prevent discrimination. Candidates must not harass or intimidate other candidates on the grounds of race or sex, disability or sexual orientation and must not victimise or retaliate against candidates who make such allegations. Disciplinary action will be taken against any candidate who breaches this policy and such cases will be dealt with according to the proper centre procedures.

### ***Code of Practice***

Rockscool welcomes diversity amongst its candidates and seeks to ensure that all candidates are treated fairly, and that selection is based solely on the individual's abilities and suitability for the courses. The recruitment process must result in the selection of the most suitable person for each course with regard to their potential and aptitude.

### ***Candidate Selection Methods***

The selection process will be carried out consistently for all qualifications at all levels. All those handling applications and conducting interviews must be aware of the principles of the Sex Discrimination Act, the Race Relations Act, the Disability Discrimination Act, and other relevant legislation. The selection of new candidates will be based on qualification requirements and the individual's suitability and ability to do the qualification, and information sought from candidates will relate only to the requirements of the qualification.

### ***Grievance Procedures***

All allegations of sex or racial discrimination or discrimination on the grounds of disability or sexual orientation will be dealt with seriously and confidentially according to the policies laid down and administered by each centre.

### ***Record Keeping***

Details of candidates and of selection decisions (including the rationale for selection or rejection) will be kept by the centre for at least six months after recruitment onto the course has been made, in case they are required as evidence. Each centre will keep records of the sex, ethnicity, and any disability of its candidates and of those short listed for interview.

### ***Review of Candidate Recruitment Practice***

Candidate recruitment and progression procedures and practices will be kept under review so as to ensure that this policy is being adhered to and to ensure that they do not include requirements or conditions which constitute, or may lead to, unlawful discrimination.

## SECTION I: Professional Development and Training

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Rockschool may provide any centres wishing to provide these qualifications with support and guidance through the following means:

- Advisory visit from Rockscool staff for centres wishing to set up a new course
- Training hosted by Rockscool providing guidance on assessment and grading. This will be held on a regional/national basis annually
- Training hosted by Rockscool on the practical applications of APL and appeals for centres. This will be held on a regional/national basis annually
- Telephone support from Rockscool on **0845 460 4747**
- Delivery handbooks (candidate and tutor versions)
- Ongoing curriculum, delivery and assessment support
- Downloadable resources and information on Rockscool website
- Rockscool national/regional training events

Information on dates for regional and national training will be issued by Rockscool in October of each academic year.

## SECTION L: Contacts for Help & Support

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### Rockschool

The following contacts may be made at Rockscool:

Chief Executive:	<b>Dr Simon Pitt</b>
Director of Academic Affairs:	<b>Jeremy Ward</b>
Director of Operations:	<b>Sandie Uphill</b>
Diploma Co-ordinator	<b>Nick Groszek</b>

All can be contacted on **0845 460 4747**

All correspondence should be directed to:

Rockscool Ltd  
Evergreen House  
1-4 King Street  
Twickenham  
Surrey TW1 3RZ  
United Kingdom

Or **qualifications@rockschool.co.uk**

For enquiries about the CRB Enhanced Disclosure, please contact **Sandie Uphill** at **sandie@rockschool.co.uk**.

### Musicians' Union

The following contacts may be made at Musicians' Union:

National Organiser – Live Performance and Teaching **Diane Baxter**

Email: **teachers@musiciansunion.org.uk**

Telephone number: **020 7582 5566**

Musicians' Union provides advice and training for teachers. More information can be found at **www.musiciansunion.org.uk**.

# Unit Specifications

<b>Unit Title: Music Lesson Planning and Delivery</b>	
<b>Credit Level:</b>	Four
<b>Credit Value:</b>	10
<b>Unit Code:</b>	MusT401
<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT REQUIREMENT</b>
<b>The candidate will be able to:</b>	<b>The candidate can:</b>
1.0 Demonstrate the ability to teach music lessons	<p>1.1 Deliver one music lesson on DVD/video lasting not less than 20 minutes or candidate's usual lesson length to an individual or a group/ ensemble of learners (at beginner up to Grade 1/Entry Level). The lesson will be assessed on the following criteria.</p> <ul style="list-style-type: none"> <li>• Details of aims and objectives (to camera)</li> <li>• Evidence of thorough planning</li> <li>• Appropriateness of content and level to learner</li> <li>• Effectiveness of teaching strategy</li> <li>• Effectiveness of communication</li> <li>• Effectiveness of lesson management</li> <li>• Learner attainment</li> </ul>
2.0 Demonstrate own skills in performance	<p>1.2 Evaluate the lesson and provide information on the following (to camera):</p> <ul style="list-style-type: none"> <li>• areas of strength</li> <li>• areas for development</li> <li>• suggestions of ways to help learner achieve</li> </ul>
2.1 Demonstrate own skills in performance	<p>2.1 Perform/compose one piece at Grade 4-5/Level 2 standard. The performance/composition will be assessed on the following criteria where appropriate:</p> <ul style="list-style-type: none"> <li>• Clarity of introduction and conclusion (to camera)</li> <li>• Appropriateness of level and content</li> <li>• Ability to recognise and resolve problems relating to the performance/composition appropriate to level and learner</li> <li>• Clarity of explanations</li> <li>• Effectiveness of demonstrations</li> </ul>

3.0	Understand how to create lesson plans for a music course	<p>3.1 Create a detailed set of 10 lesson plans for two contrasting learner/s (including the learner submitted in 1.1) for a progressive music course. Each lesson must be not less than 20 minutes long or candidate's own lesson length and incorporate a variety of teaching, learning and assessment strategies.</p> <ul style="list-style-type: none"> <li>• Brief explanation of teaching to date</li> <li>• Clear objectives for each lesson</li> <li>• Clear allocation of time per activity</li> <li>• Detailed information on learning activities</li> </ul> <p>3.2 Create an overview for a subsequent set of 10 lesson plans for the same two contrasted learners in 3.1. Each lesson must be not less than 20 minutes long or candidate's usual lesson length and show the following:</p> <ul style="list-style-type: none"> <li>• Proposed objectives for each lesson</li> <li>• Proposed learner achievement</li> <li>• Proposed activities</li> </ul> <p>3.3 (ONLY if not submitted as part of 3.1) Create an overview for a set of five lesson plans for a group of learners of similar ability and age. Each lesson should show the following:</p> <ul style="list-style-type: none"> <li>• Proposed objectives for each lesson</li> <li>• Proposed activities for engaging a group</li> <li>• Proposed rehearsal techniques</li> </ul>
4.0	Understand how to create practice logs and supporting materials	<p>4.1 Create sets of 10 practice logs for the learners in 3.1 for a progressive music course. Each log should cover the 20 minute lessons and incorporate the following:</p> <ul style="list-style-type: none"> <li>• Clear assessment of achievement</li> <li>• Clear and appropriate explanation of tasks</li> <li>• Clear structure</li> <li>• Clear objectives for the next lesson/s</li> <li>• Suggest audio and/or visual supplementary materials to enhance learner's development</li> <li>• Use of appropriate language</li> </ul>

Details on the Grading Criteria for each type of submission are available from Section D.5 of the Syllabus Document.

<b>Unit Title: Assessing and Observing Music Teaching Practice</b>	
<b>Credit Level:</b>	Four
<b>Credit Value:</b>	8
<b>Unit Code:</b>	MusT402
LEARNING OUTCOMES	ASSESSMENT REQUIREMENT
<b>The candidate will be able to:</b>	
1.0 Demonstrate the ability to recognise and critique observed teaching practice (shown on DVD)	<p>1.1 Observe examples of general teaching approaches and techniques and make balanced judgments based on the following:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Effective language</li> <li>• Engagement with the learner</li> <li>• Clear structure of aims</li> <li>• Approaches</li> <li>• Feedback</li> </ul>
2.0 Demonstrate the ability to assess learner performance	<p>2.1 Observe and assess the level of learner's performance/composition based on given grading criteria. To cover the following where appropriate:</p> <ul style="list-style-type: none"> <li>• Technical competence</li> <li>• Musical communication</li> <li>• Confidence of delivery</li> <li>• Stylistic understanding</li> </ul>
	<p>2.2 Provide a brief written assessment of the performances showing understanding of the above in the use of language.</p>

3.0	Understand and articulate teaching methodologies within given teaching scenarios	<p>3.1 Based on extracts shown on DVD in 1.0, assess general teaching approaches and determine the most effective method for a particular learner and give your reasons why.</p> <p>3.2 Discuss ways of teaching effectively to a given scenario and highlight ways to help learner achievement. Based on the following:</p> <ul style="list-style-type: none"> <li>• Communication (verbal and non verbal)</li> <li>• Use of language</li> <li>• Engagement</li> <li>• Materials</li> <li>• Feedback</li> <li>• Structure</li> </ul> <p>3.3 Recognise the need for continuing development and reassessment of role and teaching approach.</p>
4.0	Demonstrate knowledge of other relevant issues connected with the role of music teacher	<p>4.1 Articulate general awareness of the following areas and where to access the information:</p> <ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Child Protection</li> <li>• Small business practice</li> </ul> <p>4.2 Show awareness of approach to learners with special educational needs. To cover the following:</p> <ul style="list-style-type: none"> <li>• Overview of two special educational needs</li> <li>• Strategies to engage these learners</li> <li>• How this affects learning, creation, practice and performance of music.</li> </ul>

<b>Unit Title: Music Lesson Planning and Delivery</b>	
<b>Credit Level:</b> Six	
<b>Credit Value:</b> 14	
<b>Unit Code:</b> MusT601	
<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT REQUIREMENT</b>
<b>The candidate will be able to:</b>	<b>The candidate can:</b>
1.0 Demonstrate the ability to teach music lessons	<p>1.1 Deliver two contrasted music lessons at different levels, on DVD/video, lasting not less than 20 minutes or candidate's usual lesson length. One must be a group/ensemble lesson. The lessons will be assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>• Details of aims and objectives (to camera)</li> <li>• Evidence of thorough planning</li> <li>• Appropriateness of content and level to learner</li> <li>• Effectiveness of teaching strategy</li> <li>• Effectiveness of communication</li> <li>• Effectiveness of lesson management</li> <li>• Learner attainment</li> </ul>
	<p>1.2 Evaluate the lessons and provide information on the following (to camera):</p> <ul style="list-style-type: none"> <li>• areas of strength</li> <li>• areas for development</li> <li>• suggestions of ways to help learner/s achieve</li> </ul>
2.0 Demonstrate own skills in performance	<p>2.1 Perform/compose 1 piece up to Grade 8/Level 3. The performance/composition must be of a different grade/level from the DVD/video submission in 1.1. It will be assessed on the following criteria where appropriate:</p> <ul style="list-style-type: none"> <li>• Clarity of introduction and conclusion (to camera)</li> <li>• Appropriateness of level and content</li> <li>• Ability to recognise and resolve problems relating to the performance/composition</li> <li>• Clarity and detail of explanations</li> <li>• Effectiveness of demonstrations</li> </ul>

3.0	Understand how to create lesson plans for a music course	<p>3.1 Create a detailed set of 20 lesson plans for the two contrasted learner/s, submitted in 1.1 for a progressive music course. Each lesson must be not less than 20 minutes long or candidate's usual lesson length and incorporate a variety of teaching, learning and assessment strategies. They should include the following:</p> <ul style="list-style-type: none"> <li>• Brief explanation of teaching to date</li> <li>• Clear objectives for each lesson</li> <li>• Clear allocation of time per activity</li> <li>• Clear allocation of time per learner</li> <li>• Detailed information on learning activities</li> </ul> <p>3.2 Create an overview of a subsequent set of 10 lesson plans for the same two contrasted learners in 1.1. Each lesson must be not less than 20 minutes long or candidate's usual lesson length and show the following:</p> <ul style="list-style-type: none"> <li>• Clear objectives for each lesson</li> <li>• Information on learning activities</li> </ul>
4.0	Understand how to create practice logs and supporting materials	<p>4.1 Create sets of 20 detailed practice logs for the learners in 1.1 for a progressive music course covering two terms of 20 lessons. Each log should cover the 20 minute lessons or candidate's usual lesson length and incorporate the following:</p> <ul style="list-style-type: none"> <li>• Clear assessment of achievement</li> <li>• Clear and appropriate explanation of tasks</li> <li>• Sufficient depth and detail appropriate to the learner</li> <li>• Clear structure</li> <li>• Clear objectives for the next lesson</li> <li>• Suggest audio and/or visual supplementary materials to enhance learners development</li> <li>• Use of appropriate language</li> </ul>

<b>Unit Title: Assessing and Observing Music Teaching Practice</b>	
<b>Credit Level:</b> Six	
<b>Credit Value:</b> 10	
<b>Unit Code:</b> MusT602	
<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT REQUIREMENT</b>
<b>The candidate will be able to:</b>	
1.0 Demonstrate the ability to recognise and critique observed teaching practice	<p>1.1 Observe examples of general teaching approaches and techniques and make balanced judgments based on the following.</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Effective language</li> <li>• Effectiveness of material</li> <li>• Engagement of the learner</li> <li>• Clear structure of aims</li> <li>• Approach</li> <li>• Feedback</li> </ul>
2.0 Demonstrate the ability to assess learner performance	<p>2.1 Observe and assess the level of learners performance/construction based on given grading criteria. To cover the following where appropriate.</p> <ul style="list-style-type: none"> <li>• Technical competence</li> <li>• Musical communication</li> <li>• Confidence of delivery</li> <li>• Stylistic understanding</li> </ul>
	<p>2.2 Make a balanced report of the performances/compositions showing understanding of the above in the use of language.</p>

3.0	Understand and articulate teaching methodologies within given teaching scenarios	3.1	Based on extracts shown on DVD, assess varied general teaching approaches and evaluate which are the most effective and appropriate methods for a cross-section of learners and give your reasons why.
		3.2	<p>Discuss a range of ways/ methodologies of teaching effectively to a given scenario and highlight ways to help learner achievement. Based on the following.</p> <ul style="list-style-type: none"> <li>• Communication (verbal and non verbal)</li> <li>• Range of approaches</li> <li>• Use of Language</li> <li>• Engagement</li> <li>• Materials</li> <li>• Feedback</li> <li>• Structure</li> </ul>
4.0	Demonstrate knowledge of other relevant issues connected with the role of music teacher	4.1	<p>Articulate general awareness of the following areas and where to access the information.</p> <ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Child Protection</li> <li>• Small business practice</li> </ul>
		4.2	<p>Show awareness of approach to learners with special educational needs. To cover the following:</p> <ul style="list-style-type: none"> <li>• Overview of special educational needs</li> <li>• Detailed knowledge of two chosen special educational needs</li> <li>• Strategies to engage these learners</li> <li>• How this affects learning, creation, practice and performance of music</li> </ul>

# Rockschool Teaching Diploma Regulations

1. Rockscool Teaching Diplomas are open to all candidates over the age of 18 in accordance with our Equal Opportunities policy.
2. The following entry requirements operate for each teaching qualification: DipRSL – none; LRSL – either the DipRSL or equivalent, or certification that the candidate has been teaching for three or more years. Certification will take the form of a confirmatory letter from an employer or employers to that effect to be presented to Rockscool Ltd on the employer's letterhead. All letters so submitted will be followed up.
3. Candidates may enter for one or both units of either qualification on one of the following dates: 1st April, 1st October or 1st December. The first entries for either diploma will be accepted from 1st December 2007. Candidates must complete the relevant Diploma Entry Form (downloadable from the Rockscool Ltd website: [www.rockscool.co.uk](http://www.rockscool.co.uk)) and send it in with a cheque for one or two units to the Rockscool offices at: Evergreen House, 2-4 King Street, Twickenham, Surrey TW1 3RZ. Information relating to fees can be found on the Rockscool website.
4. Candidates whose entries are received after the due closing date will incur a lateness penalty of £20.
5. Candidates may, if the circumstances warrant it, resubmit all or part of either MusT401 or MusT601 at any time on payment of a resubmission fee.
6. Candidates who have passed either MusT401 or MusT601 will be allocated a date for their practical examination (either MusT402 or MusT602) within one of the following exam periods: January 3rd to 31st; April 1st to May 15th, or September 1st to October 22nd. Full payment for this unit must be received by the Rockscool office prior to the allocation of a practical examination date. Candidates may attend a practical examination date in the period of their choice so long as this is not more than four examination periods after the initial submission of either MusT401 or MusT601. Dates within exam periods will be nominated by Rockscool Ltd.
7. Exam entries cannot be transferred from one candidate to another.
8. Any changes to a practical examination schedule on behalf of the candidate will incur a £20 administration fee.
9. Cancellation of a practical exam will result in the loss of the exam fee unless as a result of illness or injury. Such cases must be substantiated by a medical certificate. In this event, the practical exam will be re-scheduled on receipt of half the original exam fee.
10. Names on certificates will be as presented on the candidate's Diploma acknowledgement letter. Replacement certificates may be obtained by successful candidates for a fee of £5.
11. Candidates must be fully prepared to take the practical examination at the time and location designated by Rockscool Ltd within the exam period nominated by the candidate.
12. Rockscool reserves the right to defer the practical examination until the next available exam period.
13. No refunds are given.
14. No persons are allowed in the practical examination room other than candidates and Rockscool examiners. Sometimes trainee examiners will be permitted and/or moderators appointed by Rockscool Ltd.
15. All special needs candidates should contact the Rockscool offices prior to entering for their teaching diploma.
16. Rockscool operates a quality assured appeals process. All appeals must be made in writing no later than 14 days after the receipt of their Diploma results. There are two criteria for formal appeals. These are:
  - Appeals in respect of errors in procedures
  - Appeals in respect of errors in matching comments to the marks awarded

*Further details of Rockscool Ltd's appeal process are available from the Rockscool office or website.*