

Diploma in Music Teaching DipRSL (Level 4)

Syllabus Specification



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Syllabus devised by Stuart Slater and Mary Keene
Syllabus consultants Nik Preston

Written and compiled by Mary Keene
Proofreading by Joshua Chelms, Hannah Witt and Antony Greaves

Contacting Rockscool
Web: www.rslawards.com
Email: diplomas@rslawards.com
Telephone: 03 45 460 4747

Introduction

The aim of the RSL Level 4 Teaching Diploma is to provide flexible, vocationally relevant learning in music teaching.

The level and content of the qualification is ideal for skilled musicians with limited/basic experience of working in educational activities such as peripatetic teaching, music workshops/masterclasses and music facilitation. Candidates will be looking to extend their skill-set within a music education environment.

Candidates may also look to use the qualification as a preliminary stage, to undergraduate teacher training qualifications (or potentially postgraduate dependant on other qualifications already achieved).

Accreditation & guided learning hours

All Rockschool Diplomas are regulated by Ofqual and can be found on their register <http://register.ofqual.gov.uk/>. The RSL Level 4 Teaching Diploma is also recognised under the EQF at Level 5.

This qualification has a minimum guided learning hours total of 180 hours, however it is anticipated that a candidate will total significantly more in terms of own research and self-study with a recommended TQT of 900 hours.

Candidates are given a maximum of two years from registration to complete and pass both Units in order to obtain the qualification.

Entry application and Fees

Candidates are only permitted to enter for the Teaching Diplomas using the official entry form that can be found at www.rslawards.com.

All entries must be accompanied by the pre-requisite evidence and full payment for the relevant Diploma. Alternatively candidates can request to pay by card and be sent a payment link but no Diplomas will be registered until this payment has been made.

Candidate must be 18 years of age or older to apply for the RSL Level 4 Teaching Diploma. Applications for the Teaching Diplomas can be made by candidates of any instrument or discipline offered in the Rockschool syllabus range, see www.rslawards.com

All current fees for the Diplomas are available at www.rslawards.com/music/diplomas/dates-and-fees

Diploma definitions and post-nominal letters

This qualification is accredited at Level 4 which Rockschool defines as a Diploma of RSL (DipRSL). Candidates may use DipRSL post-nominally if they wish after gaining the qualification.

Prerequisites

Suitable for: Teachers with some experience

Teaching: RQF Levels 1 and 2

RSL Level 4 Teaching Diploma candidates must have achieved **one** of the following:

- Grade 8 (full grade, not a performance certificate)
- A-level Music
- BTEC in relevant discipline
- Music Practitioner
- City and Guilds qualification in relevant discipline

In addition candidates must have at least 12 months regular teaching experience, in support of which they should provide a reference or verification with their entry.

If candidates are applying from abroad and have an equivalent qualification they must submit this for approval to diplomas@rslawards.com giving details of the institution from which it has been accredited.

Units

The RSL Level 4 Teaching Diploma consists of two Units of work:

Unit 1 (coursework)

- Written portfolio consists of Scheme of Work, Lesson Plans and Home Study Plans
- Two video submissions

Unit 2 (examination)

- Evaluation of pre-recorded teaching clips
- Assessment of two pre-recorded performances
- Preparing and delivering an unseen Given Teaching Scenario
- Written exam

Learning Outcomes (LOs)

RSL Level 4 Teaching Diploma Learning Outcomes (LOs) are as follows:

Unit 1

- 1.1 Individual Lesson Delivery
- 1.2 Music Analysis and Performance
- 1.3 Scheme of Work and Lesson Plans
- 1.4 Home Study Plans

Unit 2

- 2.1 Observed Teaching Practice
- 2.2 Observed Learner Performance
- 2.3 Given Teaching Scenario
- 2.4 Professional Awareness

Classification Breakdown and Marking Formula

RSL Level 4 Teaching Diploma candidates can achieve the following possible overall classifications:

- 0 = Not submitted or incomplete
- 1 = Unclassified
- 2-3 = Pass
- 4-5 = Merit
- 6-7 = Distinction

Each LO is then broken down into the same classifications, with each criterion within an LO receiving an allocated mark from 0-7.

The marking formula is mathematical, and requires the average score to be calculated across the criteria within each Unit. See Grading Formula document on www.rslawards.com

Translator and Interpreter Requirements

Candidates should refer to the Interpreter and Translator policy available from RSL representatives in their territory. However all written work must be submitted in English.

This syllabus specification aims to give the overarching specifications for the RSL Level 4 Teaching Diploma qualification, but it should not be seen as the definitive course book and it is essential that candidates use it in tandem with the Qualification Handbook.

All candidates will receive a full Qualification Handbook once registration is complete. The two documents for each Diploma break down the qualification requirements into '*What needs to be done?*' (Syllabus Specification), and '*How can I achieve it?*' (Qualification Handbook).

Unit 1 – Music Lesson Planning and Delivery

For this Unit the following work must be submitted digitally to diplomas@rslawards.com. Candidates may submit this Unit at any point after their entry application. Candidates must pass this Unit in order to progress to Unit 2, please see 'Re-sit' section at the end of this specification and our fees page for further information www.rslawards.com/music/diplomas/dates-and-fees

Learning Outcome 1.1 – Individual Lesson Delivery

Candidates need to complete a video recording of an Individual Lesson at Level 1. This recording needs to contain a full 20 or 30 minute lesson plus an additional introduction and concluding evaluation.

If the learner recorded in the video is under 18 then the candidate must submit a release form from the parents/guardians of the learner agreeing to the recording being used for assessment purposes, without which this video cannot be marked.

Candidates will be marked on the following criteria:

- Clarity of aims and objectives in relation to stated scenario
- Appropriateness of lesson tasks, content and material to achieve scenario aims/objectives
- Effectiveness of teaching methods to achieve the scenario aims/objectives
- Effectiveness of communication, use of language and engagement of learner
- Structure of delivery and timekeeping
- Evaluation of the lesson

Introduction

Before the lesson the candidate will state the aim and objective of the lesson to camera. They will give a brief outline of the learner, including age, other instruments played, learning style, previous music education to date etc. A lesson plan for the examiner's reference also needs to be included.

Lesson

The lesson will be a live, unedited video of a real lesson, preferably with a learner the candidate is already teaching.

Evaluation

At the end of the lesson the candidate will need to evaluate and assess the lesson focusing on both the learner and themselves as the teacher.

Candidates will be marked against the following points for their evaluation:

- At least two areas of strength shown by the learner
- At least one area of development for the learner
- Two suggestions of ways to help the learner achieve
- Own areas of strength
- Own areas for development with ideas/suggestions of how to achieve them
- Conciseness of delivery

Grade Descriptors

Assessment Criteria LO 1.1	Distinction (6-7 Marks)	Merit (4-5 Marks)	Pass (2-3 Marks)	Unclassified 1 (1 Mark)	Unclassified 2 (0 Marks)
Clarity of aims and objectives in relation to stated scenario	Fully detailed and concise. Very clearly laid out. Complete, full, convincing understanding of scenario shown.	Detailed and concise, Clearly laid out. Strong understanding of scenario shown.	Largely detailed and concise. Satisfactorily clear. Suitable understanding of scenario shown.	Insufficiently detailed/ concise, lacking clarity. Limited understanding of scenario shown.	Not presented or lesson incomplete or wholly insecure at the required level.
Appropriateness of lesson tasks, content and material to achieve the scenario aims/ objectives	Highly appropriate, Notably creative, highly likely to achieve scenario aims/ objectives. Fluent, very confident delivery.	Very appropriate, creative, very likely to achieve scenario aims/ objectives. Fluent, confident delivery.	Appropriate, likely to achieve scenario aims/ objectives. Largely fluent, confident delivery.	Inappropriate, less likely to achieve scenario aims/ objectives, Hesitant, tentative delivery.	Not presented or lesson incomplete or wholly insecure at the required level.
Range and effectiveness of teaching methods to achieve scenario aims/objectives	Excellent variety of highly effective methods based on a very strong understanding of scenario context.	Very good variety of effective methods based on a strong understanding of scenario context.	Variety of effective methods based on a secure understanding of scenario context.	Limited variety shown, methods less obviously effective based on a limited understanding of scenario context.	Not presented or lesson incomplete or wholly insecure at the required level.
Effectiveness of communication, use of language and engagement of learner	Authoritative, consistently clear, very well paced. Creation of excellent learning environment. Very strong use of musical and other appropriate language at the correct level. Highly effective methods to occupy learner. Inspiring, educational communicator.	Very clear, well paced. Creation of strong learning environment. Very good use of musical and other appropriate language at the correct level, very effective methods to occupy learner. Strong educational communicator.	Clear, well paced. Creation of secure learning environment. Good use of musical and other appropriate language at the correct level. Effective methods to occupy learner. Secure educational communicator.	Lacking clarity in communication, inconsistent/ inappropriate pace/use of language at the required level. Ineffective methods to occupy learner. Unconvincing educational communicator.	Not presented or lesson incomplete or wholly insecure at the required level.
Structure of delivery and timekeeping	Highly logical structure, including (e.g.) warm up, review previous week, new tasks, consolidation, setting of homework. Excellent lesson management. Exact timekeeping.	Very logical structure, including (e.g.) warm up, review previous week, new tasks, consolidation, setting of homework. Strong lesson management. Near exact time keeping.	Logical structure, including (e.g.) warm up, review previous week, new tasks, consolidation, setting of homework. Good lesson management for the most part. Secure time keeping.	Little structure shown, limited lesson management, insecure time keeping.	Not presented or lesson incomplete or wholly insecure time keeping.
Evaluation of the lesson	Always insightful / balanced / concise comprising: - At least two areas of strength for the learner. - At least one area for development for the learner. - Two suggestions of ways to help learners achieve this. - Own areas of strength. - Own areas for development.	Salient / balanced / concise comprising: - At least two areas of strength for the learner. - At least one area for development for the learner. - Two suggestions of ways to help learners achieve this. - Own areas of strength. - Own areas for development.	Generally salient / balanced / concise comprising most of the following: - At least two areas of strength for the learner. - At least one area for development for the learner. - Two suggestions of ways to help learners achieve this. - Own areas of strength. - Own areas for development.	Less relevant, unbalanced, lengthy, not achieving most of the following: - At least two areas of strength for the learner. - At least one area for development for the learner. - Two suggestions of ways to help learners achieve this. - Own areas of strength. - Own areas for development.	Not presented or lesson incomplete or wholly insecure at the required level.

Learning Outcome 1.2 – Music Analysis and Performance (MAP)

Candidates must complete and submit an unedited 12-15 minute video, introducing, performing and analysing a Level 2 piece. Level 2 can roughly be defined as Grades 4 and 5 within a standard accredited grade system.

The piece selected needs to be approximately 2-4 minutes, but there is no requirement for the piece to be from the Rockschooll repertoire.

Candidates must submit the full sheet music with their video submission.

Candidates will be marked on the following criteria:

- Context and quality of introduction and performance
- Ability to recognise musical difficulties at the correct level
- Range and suitability of resolutions and teaching methods
- Effectiveness of demonstrations
- Structure of delivery and timekeeping

Introduction

Before the performance the candidate needs to introduce the piece they have chosen and briefly outline the key areas of the music that make it a Level 2 piece of music.

Performance

Candidates must then perform the piece once through in its entirety.

Analysis

The candidate should then identify approximately 5-6 elements of musical difficulty found in the piece and present 2-3 suitable teaching methods for each one.

Grade Descriptors

Assessment Criteria LO 1.2	Distinction (6-7 Marks)	Merit (4-5 Marks)	Pass (2-3 Marks)	Unclassified 1 (1 Mark)	Unclassified 2 (0 Marks)
Context and quality of introduction and performance	Highly appropriate, concise and clearly justified spoken introduction. Piece is at the correct level. Fluent, masterful performance, very inspiring to an intermediate learner.	Highly appropriate, justified, concise spoken introduction. Piece is at the correct level. Strong, fluent performance, inspiring to an intermediate learner.	Appropriate, mostly justified and concise spoken introduction. Piece is at the correct level. Secure performance, largely inspiring to an intermediate learner.	No spoken justification / performance or performance is at incorrect level, hesitant / less secure / uninspiring to an intermediate learner.	Not presented or delivery incomplete or wholly insecure at the required level.
Ability to recognise musical difficulties at the correct level	High level of understanding of music at the correct level. Explanation of possible difficulties very clear, highly confident, concise and accurate.	Strong level of understanding of music at the correct level. Explanation of possible difficulties clear, confident, concise and accurate.	Good level of understanding of music at the correct level. Explanation of possible difficulties largely clear, confident, concise and accurate.	Unsatisfactory understanding; explanations lack clarity; omits obvious difficulties; contains a number of inaccuracies; tentative in presentation.	Not presented or delivery incomplete or wholly insecure at the required level.
Range and suitability of resolutions and teaching methods	Excellent variety of highly effective, creative methods to resolve. Highly confident, concise, logical, very clearly articulated.	Very good variety of effective methods to resolve. Very confident, concise, logical, clearly articulated.	Secure variety of effective methods to resolve. Confident, concise, logical, clearly articulated.	Limited variety of effective methods to resolve. Hesitant, lacking clarity, notable omissions lack of structure.	Not presented or delivery incomplete or wholly insecure at the required level.

Effectiveness of demonstrations	Very effective, frequent demonstrations using the instrument to support comments throughout. High sense of resolution demonstrated.	Effective, frequent demonstrations using the instrument to support comments throughout. Very secure sense of resolution demonstrated.	Largely effective, generally frequent demonstrations using the instrument to support comments. Secure sense of resolution generally demonstrated.	Ineffective, little / no demonstration shown. Unsatisfactory sense of resolution.	Not presented or delivery incomplete at the required level.
Structure of delivery and timekeeping	Highly logical structure of delivery. Exact timekeeping.	Very logical structure of delivery. Near exact timekeeping.	Generally logical structure of delivery. Secure timekeeping.	Little structure shown. Insecure timekeeping	Not presented or delivery incomplete or wholly insecure time keeping..

Learning Outcome 1.3 – Scheme of Work and Lesson Plans

Candidates are required to submit a full written portfolio of Scheme of Work, Lesson Plans and Home Study Plans. The Scheme of Work and Lesson Plans will be marked as one Learning Outcome and the Home Study Plans as another (LO 1.4). They are, however, all directly related to each other.

Candidates will be marked on the following criteria (for Scheme of Work and Lesson Plans):

- Usability, including clarity, structure, layout, language
- Appropriateness of aims & objectives, including brief learner history and teaching to date
- Appropriateness of content, including assessment & progression
- Range and effectiveness of teaching methods
- Accuracy of timings
- Presentation, extent and relevance of supplementary material
- Attention to individual involvement/progress within a group

Schemes of Work

20 for a Level 1 Group (beginner)

20 for a Level 2 Individual (intermediate)

This equates to two standard terms of lessons for each learner.

The Schemes of Work can either be based on real life learners, or the candidate can create them for a fictional set of learners. They should show clear and appropriate progression, relevance and cohesion over each set of 20 weeks. Each Scheme of Work needs to be structured with lessons lasting either 20 or 30 minutes.

Lesson Plans

10 for a Level 1 Group (beginner)

10 for a Level 2 Individual (intermediate)

Candidates need to develop and fully detail the first 10 Lesson Plans from each Scheme of Work (20 Lesson Plans in total). Each Lesson Plan must be no more than one page in total and aims, objectives, and timings should be included in every plan. Each lesson plan will be structured for a lesson lasting either 20 or 30 minutes.

Grade Descriptors

Assessment Criteria LO 1.3	Distinction (6-7 Marks)	Merit (4-5 Marks)	Pass (2-3 Marks)	Unclassified 1 (1 Mark)	Unclassified 2 (0 Marks)
Usability including clarity, structure, layout and language	Highly useable, organised, concise. Very clearly laid out objectives and structure including (e.g.) warm up, review previous week, new tasks, consolidation, effective setting of homework. Excellent use of musical and other appropriate language at the correct level. Would be very easy to use by another teacher.	Very organised, concise. Very clearly laid out objectives and structure including (e.g.) warm up, review previous week, new tasks, consolidation, effective setting of homework. Very good use of musical and other appropriate language at the correct level. Would be easy to use by another teacher.	Organised, concise. Suitably clearly laid out objectives and structure including (e.g.) warm up, review previous week, new tasks, consolidation, effective setting of homework. Secure use of musical and other appropriate language at the correct level. Would be relatively easy to use by another teacher.	Poorly organised, lengthy / less clearly laid out objectives and structure including (e.g.) no warm up, review previous week, new tasks, consolidation, effective setting of homework. Poor use of musical and other appropriate language at incorrect levels for the learner. Would not be easy for another teacher to use.	Not presented or submission incomplete or wholly insecure at the required level.
Appropriateness of aims / objectives including detailed learner history and teaching to date	Highly appropriate, very clear, detailed and concise. Group: Very detailed, highly relevant information provided for each learner in the group.	Very appropriate, clear, detailed and concise. Group: Detailed, relevant information provided for each learner in the group.	Appropriate, almost always clear, detailed and concise. Group: Satisfactorily detailed, mostly relevant information provided for each learner in the group.	Inappropriate, unclear, inadequately detailed. Group: History of Individual learners inadequately / not detailed.	Not presented or submission incomplete or wholly insecure at the required level.
Appropriateness and variation of content, including assessment and progression	Innovative and highly appropriate tasks, highly likely to achieve aims / objectives. Progress expectations over the programme and within each lesson will be consistently cohesive and realistic. Commendably considered balance of outcomes and very effective system of recording and measuring learner progress. Highly appropriate/concise contingency planning to accommodate learner progress who is faster/slower than anticipated.	Creative, very appropriate tasks, very likely to achieve aims / objectives. Progress expectations over the programme and within each lesson will be cohesive and realistic. Very good balance of outcomes and effective system of recording and measuring learner progress. Appropriate / concise contingency planning to accommodate learner progress who is faster / slower than anticipated.	Appropriate tasks, mostly likely to achieve aims / objectives. Progress expectations over the programme and within each lesson will be largely cohesive and realistic. Secure balance of outcomes and workable system of recording and measuring learner progress. Largely appropriate / concise contingency planning to accommodate learner progress who is faster / slower than anticipated.	Inappropriate tasks, unlikely to achieve aims / objectives. Progress expectations over the programme and within each lesson will not be cohesive and less obviously realistic. Unsatisfactory balance of outcomes and system of recording and measuring learner progress will be difficult to work / not present. Little / no contingency planning to accommodate learner progress who is faster / slower than anticipated.	Not presented or submission incomplete or wholly insecure at the required level.
Range and effectiveness of teaching methods	Excellent variety of highly effective methods based on a very strong understanding of learning styles / individual background.	Very good variety of effective methods based on a strong understanding of learning styles / individual background.	Some variety of effective methods based on a secure understanding of learning styles / background.	Limited variety shown, methods less obviously effective based on limited understanding of learning styles / background.	Not presented or submission incomplete or wholly insecure at the required level.
Timings	Timings always realistic and very well considered throughout.	Realistic timings, well considered throughout.	Largely realistic timings.	Unrealistic timings generally or a number of obviously less realistic timings.	Not presented or submission incomplete or wholly insecure at the required level.

Presentation, extent and relevance of supplementary material	Extensive supplementary material presented to a very high standard, varied, highly appropriate for the learner / tasks.	Wide range of supplementary material presented to a high standard, very well considered, varied, very appropriate for the learner / tasks.	Satisfactory range of supplementary material presented to a good standard, well considered, largely varied, appropriate for the learner / tasks.	Supplementary material presented to an unsatisfactory standard, inadequately considered, limited in extent, inappropriate for the learner / tasks.	Not presented or submission incomplete or wholly insecure at the required level.
Attention to individual involvement / progress within a group	Notable relevant attention given to individual learners.	Appropriate attention given to individual learners.	Satisfactory attention given to individual learners.	Little / no attention given to individuals.	Not presented or submission incomplete or wholly insecure at the required level.

Learning Outcome 1.4 – Home Study Plans (HSPs)

Candidates will be marked on the following criteria:

- Usability, including clarity, structure, layout, language
- Reference to and record of lesson content/achievement
- Range and effectiveness of HSP tasks/content/supplementary material
- Clarity of targets for next lesson
- Accuracy of timings
- Extent and effectiveness of guidance/tips

Candidates need to develop and fully detail a set of 10 corresponding Home Study Plans for each set of 10 Lesson Plans (20 Home Study Plans in total).

These should be clear, well structured and concise, and be usable for the learner(s) outside of the lessons. Any supplementary material needs to be clearly indicated and included with each appropriate plan.

Grade Descriptors

Assessment Criteria LO 1.4	Distinction (6–7 Marks)	Merit (4–5 Marks)	Pass (2–3 Marks)	Unclassified 1 (1 Mark)	Unclassified 2 (0 Marks)
Usability including clarity, structure, layout and language	Highly useable, organised, concise. Very clearly laid out objectives and structure. Excellent use of musical and other appropriate language at the correct level. Very easy to use and be understood by learners.	Organised, concise. Very clearly laid out objectives and structure. Very good use of musical and other appropriate language at the correct level. Easy to use and be understood by learners.	Largely organised, concise. Clearly laid out objectives and structure. Good use of musical and other appropriate language at the correct level. Satisfactorily easy to use and be understood by learners.	Poorly organised, lengthy / unclearly laid out objectives and structure. Poor use of musical and other appropriate language at incorrect levels for the learner. Not easy to use or be understood by learners.	Not presented or submission incomplete or wholly insecure at the required level.
Reference to and record of lesson content/ achievement	Highly appropriate, detailed and concise. Always gives full, concise easily referenced context.	Very appropriate, detailed and concise. Gives concise easily referenced context.	Appropriate, detailed and concise. Satisfactory context of the lesson given.	Little / no appropriate reference given to lesson content.	Not presented or submission incomplete or wholly insecure at the required level.

Range and effectiveness of HSP tasks/ content/ supplementary material	Innovative and highly appropriate tasks very likely to achieve the aims and objectives. Extensive supplementary material (including very frequent audio / visual suggestions) presented to a very high standard, varied, highly appropriate for the learner / tasks. Group: Full and appropriate attention given to each learner.	Creative, very appropriate tasks very likely to achieve aims / objectives. A wide range of supplementary material (including a large number of audio / visual suggestions) presented to a high standard, very well considered, varied, very appropriate for the learner / tasks. Group: Appropriate individual attention given.	Appropriate tasks, mostly likely to achieve aims / objectives. A satisfactory range of supplementary material (including a fair number of audio / visual suggestions) presented to a good standard, well considered, largely varied, appropriate for the learner / tasks. Group: Satisfactory attention given to individuals.	Inappropriate tasks, unlikely to achieve aims / objectives. Supplementary material presented to an unsatisfactory standard, with little or no audio / visual suggestions, generally limited in extent, inappropriate for the learner / tasks. Group: Little / no attention given to individuals.	Not presented, submission incomplete or wholly insecure at the required level.
Clarity of targets for next lesson	Highly appropriate, realistic.	Very appropriate, realistic,	Largely appropriate, realistic.	Inappropriate, unrealistic.	Not presented, submission incomplete or wholly insecure at the required level.
Timings	Timings always realistic and very well considered throughout.	Realistic timings, well considered throughout.	Largely realistic timings.	Unrealistic timings generally or a number of obviously less realistic timings.	Wholly insecure at the required level.
Extent and effectiveness of guidance / tips	Consistent provision of guidance / tips, always relating to lesson content, highly appropriately detailed, concisely articulated.	Near consistent provision of guidance / tips, always relating to lesson content, very appropriately detailed, concisely articulated.	Satisfactory provision of guidance / tips, always relating to lesson content, suitably detailed, largely concisely articulated.	Little / no provision of guidance / tips.	Not presented, submission incomplete or wholly insecure at the required level.

Candidates should save their portfolio of the Scheme of Work, Lesson Plans and Home Study Plans as PDF (ideally) or Word documents and send them digitally via a file transfer site (i.e. Dropbox, transferbigfiles etc) to diplomas@rslawards.com.

The entire portfolio should be sent as one digital submission and should also include any supplementary material, in PDF, jpg, mp3 or mp4 format, with clear references or indexing as to where these relate to the Lesson Plans or Home Study Plans.
Each element should be clearly labelled and include the candidate's full name.

Unit 2 – Assessing and Observing Teaching Practice

This Unit will be wholly exam based and assessed both via interview and by a written exam. Candidates should arrange with the Head of Operations as to the best exam date and venue for them on the successful completion of their Unit 1.

Examination Timings

Exam 1 - Preparation

- Reading and note making time – 15 minutes (usually split as 10 minutes before and 5 minutes after video)
- Watching exam video – 45 minutes
- Preparation of Given Teaching Scenario – 15 minutes

Exam 1 – Interview with examiner

The interview will last a maximum of 70 minutes and cover the following Learning Outcomes.

- Observed Teaching Practice (LO2.1)
- Observed Learner Performance (LO 2.2)
- Delivery of Given Teaching Scenario (LO 2.3)

It is possible the interview will be in a small group, but generally interviews are conducted on a one to one basis.

Exam 2 – Written

This will be a formal written exam, held under standard invigilated conditions. Candidates should note that this exam may take place on a separate date and venue from the first exam.

- Question paper – 90 minutes

Learning Outcome 2.1 – Observed Teaching Practice

Candidates will be marked on the following criteria:

- Evaluation of the materials shown
- Structure and balance of criticism and praise
- Ability to recognise problems at the appropriate level
- Clarity and inclusion of own teaching methods/solutions
- General understanding of and need for Continuing Professional Development (CPD)

Candidates will watch a video containing 3-4 different teaching clips. Each clip will feature learners studying at Levels 1 or 2 and may be group teaching classes, individual sessions or a combination of the two.

Each candidate will be given some accompanying notes to all the clips to read for 10 minutes before the video starts. The examiner or invigilator will then start the video which will run straight through without any breaks. This part of the video will be 40 minutes long.

Following this section, candidates will also watch the video preparation for LO 2.2 and then will be given their Given Teaching Scenario (LO 2.3). On completion of this preparation candidates will then move to the exam room where they will be invited to develop and discuss their notes on each of the three LOs in an interview.

Grade Descriptors

Assessment Criteria LO 2.1	Distinction (6-7 Marks)	Merit (4-5 Marks)	Pass (2-3 Marks)	Unclassified 1 (1 Mark)	Unclassified 2 (0 Marks)
Evaluation of the materials shown	Instinctive ability to assess other teachers at the correct level, comprising Communication, Language, Learner Engagement, Achievement of Objectives, Approaches and Feedback. Fluently volunteered comments and observations throughout with clear logic, depth and confidence. Prompt, insightful responses to questions posed.	Strong ability to assess other teachers at the correct level, comprising Communication, Language, Learner Engagement, Achievement of Objectives, Approaches and Feedback. Numerous volunteered comments and observations with logic, depth and confidence. Largely prompt, insightful responses to questions posed.	Secure ability to assess other teachers at the correct level, comprising Communication, Language, Learner Engagement, Achievement of Objectives, Approaches and Feedback. Volunteered comments and observations with logic, depth and confidence. Satisfactory responses to questions posed.	Insecure ability to assess other teachers at the required level, comprising Communication, Language, Learner Engagement, Achievement of Objectives, Approaches and Feedback. Few volunteered comments, inadequate depth of insight and confidence. Unsatisfactory responses to questions posed.	Not presented or wholly insecure at the required level.
Structure and balance of criticism and praise	Consistent and distinctly logical / balanced responses.	Very logical / balanced responses.	Mostly logical / balanced responses.	Responses will be inadequate with little / no balance.	Not presented or wholly insecure at the required level.
Ability to recognise problems at the appropriate level	Excellent ability to recognise learner problems.	Strong ability to recognise learner problems.	Ability to recognise learner problems shown, with small omissions.	Insecure ability to recognise learner problems.	Not presented or wholly insecure at the required level.
Clarity and inclusion of own teaching methods / solutions	Consistent volunteering of highly appropriate alternative teaching suggestions in a variety of situations.	Generally consistent volunteering of appropriate alternative teaching suggestions in a variety of situations.	Some volunteering of appropriate alternative teaching suggestions in a number of situations.	Little / no volunteering of appropriate alternative teaching suggestions.	Not presented or wholly insecure at the required level.
General understanding of CPD and the need for CPD	Excellent awareness / explanation of the need for CPD, including on-going re-assessment of teaching role and approaches.	Very good awareness / explanation of the need for CPD, including on-going re-assessment of teaching role and approaches.	Secure awareness / explanation of the need for CPD, including on-going re-assessment of teaching role and approaches.	Unsatisfactory awareness of the need for CPD, including on-going re-assessment of teaching role and approaches.	Not presented or wholly insecure at the required level.

Learning Outcome 2.2 – Observed Learner Performance

Candidates will be marked on the following criteria:

- Ability to assess learners at the appropriate level with regard to:
Technical Competence, Musical Communication, Confidence, Stylistic Understanding
- Use of grading criteria and language at the appropriate level
- Structure and balance of criticism of praise

Candidates will watch a video showing two different learners performing the same Level 1 piece. The candidate will be provided with a score and assessment criteria which will be given with the accompanying notes for LO 2.1 prior to the video starting.

Candidates will need to mark and assess each learner's performance, using the criteria given and their musical knowledge. The instrument played may be from any within the Rockscool Syllabus range and will not necessarily be the candidate's specialist instrument. This part of the video will be 5 minutes long.

Candidates will need to mark the performances in real time, using the Assessment Criteria provided to justify all marks awarded, reporting back their observations and judgements as a spoken part of the exam interview.

Grade Descriptors

Assessment Criteria LO 2.2	Distinction (6-7 Marks)	Merit (4-5 Marks)	Pass (2-3 Marks)	Unclassified 1 (1 Mark)	Unclassified 2 (0 Marks)
Ability to assess learners at the appropriate level	Instinctive ability to assess learners at the correct level, comprising Technical Competence, Musical Communication, Confidence, Stylistic Understanding. All comments match marks awarded. Consistent accuracy and depth of insight in justification. Fluently volunteered comments and observations throughout with clear logic, depth and confidence. Prompt, insightful responses to questions posed.	Strong ability to assess learners at the correct level, comprising Technical Competence, Musical Communication, Confidence, Stylistic Understanding. Comments match marks awarded. Confidently volunteered comments and observations throughout with clear logic and depth. Largely prompt, insightful responses to questions posed.	Secure ability to assess learners at the correct level, comprising Technical Competence, Musical Communication, Confidence, Stylistic Understanding. Comments largely match marks awarded. A number of confidently volunteered comments and observations with suitable depth. Satisfactory responses to questions posed.	Insecure ability to assess learners at the required level, comprising Technical Competence, Musical Communication, Confidence, Stylistic Understanding. Mismatch between comments and marks awarded. Hesitant, observations to an insufficient depth. Unsatisfactory responses to questions posed.	Not presented or wholly insecure at the required level.
Use of grading criteria and language at the appropriate level	Use of the grading criteria will be always equally weighted and consistently accurate.	Use of the grading criteria will be equally weighted and accurate.	Use of the grading criteria will be equally weighted and generally accurate.	Use of the grading criteria will be unequally weighted and/or inaccurate.	Not presented or wholly insecure at the required level.
Structure and balance of criticism and praise	Consistent and distinctly logical / balanced responses.	Very logical / balanced responses.	Mostly logical / balanced responses.	Responses will be inadequate with little/ no balance.	Not presented or wholly insecure at the required level.

Learning Outcome 2.3 – Given Teaching Scenario

Candidates will be marked on the following criteria:

- Appropriateness of lesson tasks and teaching methods for learner achievement
- Effectiveness of teaching methods to achieve the scenario aims/objectives
- Effectiveness of communication, use of language
- Engagement of learner
- Structure of delivery and suggested/supplied materials

Candidates will be given an unseen teaching scenario directly after they have watched the video for LOs 2.1 and 2.2. At Level 4 this will contain an outline learner background and will ask the candidate to include one key element of learning into the lesson e.g. sight-reading, aural work etc. 15 minutes preparation will be allowed for this LO prior to the exam interview.

The candidate will be asked to consider the following when preparing their Given Teaching Scenario in order to meet the assessment criteria for this LO:

- Communication you will use including language style
- Engagement of the learner
- The materials you have used or would use
- How the lesson would be structured and the strategy for the lesson
- Different teaching approaches you could use
- At least two areas for own development with detailed and varied ideas/suggestions to achieve them

Grade Descriptors

Assessment Criteria LO 2.3	Distinction (6–7 Marks)	Merit (4–5 Marks)	Pass (2–3 Marks)	Unclassified 1 (1 Mark)	Unclassified 2 (0 Marks)
Appropriateness of lesson tasks, and teaching methods for learner achievement	Highly appropriate, notably creative, highly likely to achieve scenario aims / objectives. Fluent, very confident delivery.	Very appropriate, creative, very likely to achieve scenario aims / objectives. Fluent, confident delivery.	Appropriate, likely to achieve scenario aims / objectives. Mostly fluent, confident delivery.	Inappropriate, less likely to achieve scenario aims / objectives, Hesitant, tentative delivery.	Not presented or lesson incomplete or wholly insecure at the required level.
Effectiveness of teaching methods to achieve the scenario aims/objectives	Excellent variety of highly effective methods based on a very strong understanding of scenario context.	Very good variety of effective methods based on a strong understanding of scenario context.	Satisfactory variety of effective methods based on secure understanding of scenario context.	Limited variety shown, methods less obviously effective based on a limited understanding of scenario context.	Not presented or lesson incomplete or wholly insecure at the required level.
Effectiveness of communication, use of language	Authoritative, consistently clear, very well paced. Very strong use of musical and other appropriate language at the correct level. Highly effective methods to occupy learner. Inspiring, educational communicator.	Very clear, well paced. Very good use of musical and other appropriate language at the correct level, very effective methods to occupy learner. Strong educational communicator.	Clear, well paced. Good use of musical and other appropriate language at the correct level. Mostly effective methods to occupy learner. Secure educational communication for the most part.	Lacking clarity in communication, inconsistent/ inappropriate pace/ use of language at the required level. Ineffective methods to occupy learner. Unconvincing educational communicator.	Not presented or lesson incomplete or wholly insecure at the required level.

Engagement of learner	Creation of excellent learning environment. Highly effective methods to occupy learner.	Creation of strong learning environment. Very effective methods to occupy learner.	Creation of secure learning environment. Secure methods to occupy learner.	Ineffective / absent methods to occupy learner. Unconvincing educational communicator.	Not clear or wholly insecure at the required level.
Structure of delivery and suggested/supplied materials	Highly logical structure. Notably creative, highly likely to achieve scenario aims/ objectives. Fluent, very confident delivery.	Very logical structure. Very appropriate, creative, very likely to achieve scenario aims/ objectives. Fluent, confident delivery.	Logical structure. Appropriate, likely to achieve scenario aims/ objectives. Largely fluent, confident delivery.	Little structure shown. Inappropriate, less likely to achieve scenario aims /objectives, Hesitant, tentative delivery.	Not presented, no real structure, wholly insecure delivery.

Learning Outcome 2.4 – Other Issues

Candidates will be marked on the following criteria:

- Health & safety
- Child Protection/Safeguarding
- Small business practice
- Special educational needs (SEN)

At Level 4 candidates will be expected to have good awareness of each subject area, including legislation, basic application in a teaching context and where to source further guidance and information.

Candidates should refer to the Candidate Handbook for full details of this section's requirements.

Grade Descriptors

LO 2.4 Other Issues	Distinction (6-7 Marks)	Merit (4-5 Marks)	Pass (2-3 Marks)	Unclassified 1 (1 Mark)	Unclassified 2 (0 Marks)
Health & Safety	Excellent, wide ranging and well articulated knowledge in the context of music teaching.	Very secure knowledge in the context of music teaching.	Largely secure knowledge in the context of music teaching. Some further research required.	Insecure knowledge in the context of music teaching. Further research generally required.	Not presented or wholly insecure at the required level.
Child Protection	Excellent, wide ranging and well articulated knowledge in the context of music teaching.	Very secure knowledge in the context of music teaching.	Largely secure knowledge in the context of music teaching. Some further research required.	Insecure knowledge in the context of music teaching. Further research generally required.	Not presented or wholly insecure at the required level.
Small Business Practice	Excellent, wide ranging and well articulated knowledge in the context of music teaching.	Very secure knowledge in the context of music teaching.	Largely secure knowledge in the context of music teaching. Some further research required.	Insecure knowledge in the context of music teaching. Further research generally required.	Not presented or wholly insecure at the required level.
SEN	Excellent, wide ranging and well articulated knowledge in the context of music teaching.	Very secure knowledge in the context of music teaching.	Largely secure knowledge in the context of music teaching. Some further research required.	Insecure knowledge in the context of music teaching. Further research generally required.	Not presented or wholly insecure at the required level.

Results and General Information

Results

Candidates will receive their results no more than four weeks after their final submission/exam. Results will be sent digitally as a PDF report to the email address registered with the candidate's online account.

Unclassified grades and Re-sits

Candidates may take any number of re-sits within the two year period however all re-sit marks will be capped at a Pass. If any LOs are marked as Unclassified then the whole Unit will be considered Unclassified.

Unit 1

- Candidates cannot progress to Unit 2 before Unit 1 has been passed.
- Any LOs that require a re-sit must be sent to RSL in one re-submission in the same manner as the original submission.

Unit 2

- Unit 2 can only be taken by candidates during the set exam periods as advertised on www.rslawards.com.
- If a candidate receives Unclassified in any of their Unit 2 then RSL cannot guarantee a re-sit slot within the same exam period.

Ratification and certificates

Due to the professional value and high level of Diploma qualifications, all Diploma results must be assessed and ratified before confirmation of final result and certificates issued. RSL aims to have this done within eight weeks of the report being sent to the candidate.

Special Considerations/Reasonable Adjustments

All current policies with regard to RSL Diplomas can be found on our website www.rslawards.com/about-us/policies-and-regulations

Quality Assurance

All RSL assessment is standardised and moderated according to the processes and procedures laid down by RSL. All relevant policies and procedures can be found at www.rslawards.com/about-us/policies-and-regulations