

# Candidates Handbook

## Teaching Diploma

### Level 4 DipRSL

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## Acknowledgements

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## Contents

Section 1 - General Information

Section 2 - Submission and Exam Guidance

Section 3 - Hints and Tips

Section 4 - Reading List and Further Research

# Section 1

## General Information

## Overview

The following information is a guide for candidates who have already registered for the Teaching Diploma Level 4. Although aiming to guide and clarify each element required for this Diploma it should not be seen as the definitive course book and it is highly advised that candidates use it in tandem with the Syllabus Guide.

Candidates have 2 years from the date of registration to complete the qualification.

## Classification Breakdown

TDip candidates can achieve the following possible classifications:

- Distinction
- Merit
- Pass
- Unclassified

## Learning Outcomes (LOs)

The Learning Outcomes comprising the TDip can be summarised as follows:

### Unit 1

- 1.1 Individual Lesson Delivery
- 1.2 Music Analysis and Performance
- 1.3 Lesson Overviews 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

## Marking Formula

In each Unit outcome, there will be a number of criteria, each receiving a mark between 0-7 as follows:

- 0-1 = Unclassified
- 2-3 = Pass
- 4-5 = Merit
- 6-7 = Distinction

The marking formula is mathematical, and requires the average score to be calculated across the criteria within each Unit. This is achieved by totalling the criteria and dividing by the number of criteria. Each threshold needs to be reached, with no rounding up or down. Therefore, an average score of '1.9' is Unclassified, whereas '2' is a Pass.

Each LO must receive a minimum of 2 overall in order for the qualification to be awarded.

## Re-sits

### Unit 1

- If any LO within Unit 1 is unclassified, the whole of Unit 1 is unclassified.
- Re-sits of individual LOs must be arranged within two year of initial registration. Please email [diplomas@rslawards.com](mailto:diplomas@rslawards.com) if you need to arrange this.

### Unit 2

- If any LO within Unit 2 is unclassified, the whole of Unit 2 is unclassified.
- Re-sits of individual LOs must be arranged within two year of initial registration. Please email [diplomas@rslawards.com](mailto:diplomas@rslawards.com) if you need to arrange this.

### Re-sit Fees

Re-sits are charged on a sliding scale dependent on how many LOs the candidate has received Unclassified for. These are as follows:

Unit 1	Cost
One x LO	£100
Two x LO	£150
Three x LO	£175
Four x LO	£200
Unit 2	Cost
LO 2.1	£100
Per LO 2.2, 2.3 or 2.4	£50

If a candidate receives Unclassified in more than one element in Unit 2 then they should total the amount according to the particular LOs they have failed.

## Translator and Interpreter Requirements

Candidates should refer to the Interpreter and Translator policy available from RSL representatives in their territory.

All written work must be submitted in English.

# **Section 2**

## **Submission and Exam Guidance**

## Individual Lesson Delivery

### (LO 1.1)

Candidates will submit one continuous unedited video of a one-to-one lesson delivery which will include one full 30 minute lesson of a Level 1 student with an introduction and conclusion either side. The total video duration is anticipated to be between 34-36 minutes.

**Introduction** – the candidate should ensure that the introduction is clear to camera and present a brief learner background, including which lesson in their learning is being shown in the video. The candidate should also outline the aims and objectives both for the overall term/semester and for the particular lesson and state what the tasks will be.

**Lesson** – the candidate should ensure that the camera clearly shows both them as the teacher and the student at all times. They should also ensure the sound levels are clear and balanced well enough that the examiner can hear both spoken conversations and any playing. The lighting in the room should also be of a reasonable level so the examiner is able to see the candidate's techniques.

**Conclusion** – the candidate should then finish the video with a short conclusion evaluating the outcomes of the learner's progress and also their own teaching and own lesson plan. They should try and balance their comments noting positive aspects but also elements that could be improved upon, and how this may be achieved.

## Music Analysis and Performance

### (LO 1.2)

Candidates should take one piece of music and submit one continuous unedited video lasting between 12-15 minutes, including an introduction, performance, explanation of musical devices and teaching solutions. Level 2 can roughly be defined as Grades 4 and 5 within a standard accredited grade system.

**Introduction and Performance** – Candidates will present an initial (30-60 seconds) justification as to why the piece is at Level 2, and list the key elements they will analyse. Candidates may find it useful therefore to read through syllabus guides (for the relevant grades from any board) to understand which elements are defined as Level 2.

The piece selected needs to be approximately two and a half to three minutes, and candidates need to send the sheet music with their video submission. Candidates do not need to play from memory for the performance. Candidates should perform the piece with the intention of inspiring an intermediate learner.

**Analysis** – Roughly five to six musical devices at Level 2 need to be identified and the candidate should give details of two to three methods to teach each one. Candidates will be expected to indicate their awareness of different learning styles.

Candidates are welcome to have any teaching resources they wish with them during the recording. In order to ensure the delivery is fluent and comprehensive to the examiner it is advised that candidates do not read everything directly from a script; however this is at the discretion of the candidate.

## Scheme of Work/Lesson Plans/Home Study Plans (HSPs) (LOs 1.3 and 1.4)

Candidates are advised to research how to prepare and use a Scheme of Work, Lesson Plans, Home Study Plans (HSPs), and also to research Learning Styles.

The Scheme of Work should function as the clear basis from which the Lesson Plans are then developed. Lesson Plans will then work similarly alongside the development of Home Study Plans, each of which will incorporate inclusions in the next Lesson Plan and so on and so forth.

Think about the following before beginning to prepare your portfolio:

- What makes a good Scheme of Work/Lesson Plan/Home Study Plan?
- What is the purpose of a Scheme of Work? What should it contain?
- What is the purpose of a Lesson Plan? What should it contain?
- What is the purpose of a Home Study Plan? What should it contain?
- Are you able to record and monitor progress? Is there a clear line of development across weeks?
- What are your overall Aims and Objectives? Are your activities and methods serving this purpose?
- How will you cope with students who have different learning styles?

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

Each element should be clearly labelled as below and include the candidate's full name.

- Unit 1 (LO1.3) - Group (Level 1) 1-20 Scheme of Work
- Unit 1 (LO1.3) - Group (Level 1) Lesson Plans 1-10
- Unit 1 (LO1.4) - Group (Level 1) Home Study Plans 1-10
- Unit 1 (LO1.3) - Individual (Level 2) 1-20 Scheme of Work
- Unit 1 (LO1.3) - Individual (Level 2) Lesson Plans 1-10
- Unit 1 (LO1.4) - Individual (Level 2) Home Study Plans 1-10

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 indications to the examiner where these relate to Lesson Plans or Home Study Plans.



## Observed Teaching Practice

### (LO 2.1)

Candidates will watch a video containing three different teaching scenarios, in readiness for an interview with the examiner to discuss their observations. Both video and interview may be in a group situation but in the main this will be on a one-to-one basis.

Once the video starts it will be continuous, and will contain a variety of teaching with instruments across Levels 1 and 2. The videos may be group teaching classes, individual sessions or a combination of the two.

On the day, the examiner will issue a set of Exam Notes to accompany the video. These will include details of each teaching clip shown in the video. Each set of details will have been prepared by the teacher featured in the clip and will contain:

- Some general background to the learner and lesson.
- Aims and objectives for the lesson.
- A brief overview of the clips shown within the lesson.
- The teacher's evaluation of the completed lesson.

In the exam interview which follows, candidates should evaluate the teachers, including:

- The positive and negative aspects within the scenario
- What went well, what could be improved upon, and how this could be achieved
- The teaching methods, tasks and skills used.

Candidates should offer their own suggestions as to what they might do differently in the teaching environment, illustrating their responses with different methods or tasks that could be utilised.

Candidates are allowed to make notes on all paperwork given in the exam, and these notes can be used in the interview. The examiner will require any notes to be handed in at the end of the exam.

## Observed Learner Performance

### (LO 2.2)

In the exam, candidates will watch two learner performances on video performing the same Level 1 piece. The instrument played may be from any within the Rockschool Syllabus range and will not necessarily be the candidate's specialist instrument.

The examiner will issue the sheet music and assessment criteria to the candidate before the video is shown.

The examiner will not be looking for high level technical knowledge of an instrument unknown to the candidate but for their aptitude in assessing musical ability, including sync, rhythmic accuracy, basic performance skills, communication, stylistic awareness and confidence in performance. The candidates should show their ability to use criteria for assessing performance skills; similarly to if they were helping a student with a mock exam.

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

It is fine for candidates to make notes on the paperwork given before the exam and this can also be used in the interview. The examiner will ask for all notes to be handed in at the end of the exam.

## Given Teaching Scenario (LO 2.3)

This section will be presented by the candidate during the exam interview that will also cover LOs 2.1 and 2.2. The candidate will be given the unseen Teaching Scenario 15 minutes before they enter the exam room and straight after they have finished watching the video clips for LOs 2.1 and 2.2.

The candidate must take the scenario and write a lesson plan for a 30 minute lesson from the outline. The learner background and learning style is completely up to the candidate and can be established to fit the lesson the candidate wishes to present. The teaching scenario will be generalised in order for candidates to be able to present from their own instrument specialism, but will include one key skill to focus on. Candidates are welcome to bring any supplementary material or general teaching resources into the exam that they think might aid them in this section.

## Professional Awareness (LO 2.4)

Candidates will complete a 90 minute invigilated written exam (usually on a separate exam date) to complete LO 2.4. This exam will comprise the following subjects:

### **Health and Safety (H&S)**

- Health and Safety (H&S) risks during day-to-day teaching of your instrument
- Means of preventing such risks
- Responsibility for H&S
- Legislation which covers H&S in the workplace
- Parties who benefit from H&S legislation
- Where to go for further information

### **Safeguarding**

- Categories and indicators of abuse
- What to do if you have suspicion child abuse may be taking place
- Legislation in relation to child abuse
- Why child abuse legislation is important
- Parties who benefit from Child Protection legislation
- Where to go for further information

### **Small Business Practice**

- Considerations when setting up a small business
- Contracts
- Typical sources of possible income
- Typical costs associated with a small business
- Different methods/benefits of promoting a small business
- Where to go for further information

### Special Educational Needs (SEN)

- Knowledge of one SEN will be required
- Main characteristics of the condition
- Appropriate adjustments to your teaching methods
- How this would affect student practice arrangements
- Preparing students with these conditions for a live public performance

Candidates are advised to research these topics in the context of teaching, including any laws pertaining to these subjects in the country in which they reside. Focus should be given to the implications in day-to-day teaching and identification of sources of further information/advice. Candidates should note that the above list is not exclusive and it is strongly advised that candidates study as fully as possible on each subject in relation to teaching.

Each section is marked out of 25 (100 marks total) and candidates must pass 3 of 4 sections to pass overall. If one of the sections is unclassified, at least one other section must achieve a merit to pass.

## Submission Requirements

Submission	Level	Submission Format	Exam Timings	Notes
<b>LO 1.1</b> 1 x Lesson Delivery (Individual)	1	Lesson Delivery (video)	30 minutes plus 2-3 minute evaluation at the end.	
<b>LO 1.2</b> 1 x MAP Delivery	2	Individual Delivery (video)	12-15 minutes	
<b>LO 1.3</b> 1 x set for Group	1	20 Lesson Overviews & 10 Lesson Plans	All written for 30 minute lessons	
<b>LO 1.3</b> 1 x set for Individual	2	20 Lesson Overviews & 10 Lesson Plans	All written for 30 minute lessons	
<b>LO 1.4</b> 1 x set for Group	1	10 Home Study Plans		Related to the Lesson Plans
<b>LO 1.4</b> 1 x set for Individual	2	10 Home Study Plans		Related to the Lesson Plans
<b>LO 2.1</b> Video Evaluation (Teaching Clips)	1 and 2	Interview	Video (60 minutes) Interview (60-70 minutes)	Video requires 60 minutes if English speaking (i.e. 10 prep + 45 video + 5 notes at end)
<b>LO 2.2</b> Video Evaluation (Learner Performance)	1	Interview	As above	
<b>LO 2.3</b> Given Teaching Scenario	1	Interview	As above	15 minutes preparation will be given prior to the exam
<b>LO 2.4</b> Professional Awareness	n/a	Written Exam (Invigilated)	90 minutes	

# **Section 3**

## **Hints and Tips**

## Unit 1

### Individual Lesson Delivery

- Make sure all teaching materials are ready and available before you begin.
- Make sure you maintain a clear lesson structure, e.g. introduction, warm up, home study review, tasks, consolidation, setting home study etc.
- Avoid a rehearsed lesson with scripted responses. Natural dialogue and responses to events will be more convincing and effective.
- Don't set too many goals. One or two new ideas in a lesson learnt well are better than too much information.
- Try to avoid giving the examiner numerous supporting documents to read in support of the lesson. The examiner will be relying on the spoken explanation of e.g. context, aims and introductions etc. Written documents cannot be used as a substitute.
- Use resources and supporting/supplementary materials as appropriate to support the lesson. The intention is to capture a real life scenario as far as possible.
- Remember neat hand written handouts prepared during the course will be better than expensively produced or expensive IT resources, if they are more relevant and effective.
- Be professional in your approach to timekeeping. You will be marked on how much the delivery under/over runs.
- The expectation is that candidates are responsible entirely for their own equipment, speed of set up, management of audio, resources etc. Ideally, no help should be required for any aspect.
- As the lesson is based on a 'Given Teaching Scenario', there is no need to give a separate explanation of the context at the beginning to the examiner. Make sure however that the introduction to the learner and final evaluation for the examiner is full, clear and concise.
- Keep to a two to three minute time limit for the lesson evaluation.

### Music Analysis and Performance

- Make sure you choose a piece at the correct level.
- You do not have to use Rockschooll materials/grades, or the materials/grades of any other music exam board, but you will still need to justify and explain why the chosen piece is at the correct level.
- Make sure the introduction is concise (30-60 seconds), clearly justifying the correct level. Not just song title and style, but an overview of the relevant difficulties and why you have therefore chosen it. Avoid a lengthy, rambling, preamble.
- The performance then forms the second part of the introduction, setting the context before the main body of the delivery, i.e. the subsequent explanations and teaching suggestions.
- There is no need to show off – the clarity and effectiveness of your breakdown and teaching approaches are more important than the standard of your performance.
- Remember to identify five or six passages, which a learner would find difficult when first learning the piece. List them before the delivery if this helps. (Remember you are not allowed to read fully from notes, but cue cards/brief lists of key points are acceptable.)
- Explain the piece in relation to the performance skills and technical demands necessary to achieve this level of performance. Candidates are reminded to include specific challenges and imaginative approaches to achieving required outcomes.
- Make sure you address the difficult passages in a concise, articulate way, which would be expected of a teacher who teaches intermediate learners.
- Reference these difficult passages using appropriate language for the level. Don't overcomplicate issues.

- Use your instrument/resources to frequently demonstrate all teaching suggestions and explanations.
- The expectation is that candidates are responsible entirely for their own equipment, speed of set up, management of audio, resources etc. Ideally, no help will be required for any aspect.
- Try to avoid excessive detail, repeating yourself or an excessive number of difficulties to perhaps 'impress' the examiner. Be focused and concise. Try to group areas together if you have a long list. There will generally be five or six main challenges which identify and determine the level of a piece.
- Be professional in your approach to timekeeping. You will be marked on how much the delivery under/over runs.
- Finally, ask yourself - would an intermediate learner be convinced and be happy for you to teach them?

## Lesson Overviews & Lesson Plans

- A programme based on fictitious learners would be acceptable. We advise however the programme is prepared as a working system, created for future learner(s). It is suggested the plans are also for the future, with the HSPs relating to the plans, on the assumption that progress is as per Lesson Plan expectations.
- To achieve this, elements of the submission would not be possible to plan e.g. recording of actual lesson content, lesson achievements, homework reviews etc. It would therefore be fine to complete these small elements fictitiously to demonstrate the system in use.
- If carefully constructed in this way, one of the benefits of the plans is that it can be a practical portfolio on completion of the course.
- Start with the Overview and develop the programme first, based on learner fact-finding.
- For the individual and group programmes, make sure there is a detailed learner history and shows results of fact finding on which the programmes are based. For each learner, include for example, how long they have been learning with you; what they have achieved; what type of learner they are. This will permit a more tailored programme for the learner(s) and also helps the examiner understand context, and why you have included the specific goals, exercises and progression within the plans and programme.
- Develop the Lesson Plans based on the programme.
- Make sure the lesson aims/objectives are transferred accurately from the Overview to the plans. They should be identical.
- Make sure the template structure/layouts for both are consistent and easy to use, clearly identifiable per learner, venue, date, times etc. There needs to be a balance between content, detail and concise presentation.
- Is there a task (what?) with accompanying method (how?), plus an allocated timing and specific resources for each task? Consider contextualising e.g. why are the learner(s) learning scales?
- Have a sense of progression throughout the programme and during the lessons.
- Ensure there is a balance of outcomes throughout the programme. (Sight reading, theory, aural, improvisation, performance).
- Make sure realistic timings are given for each element.
- Ensure there is a method of monitoring learner progress and contingency planning in the event of slower/faster progress.
- Be creative with a wide range of teaching methods, over the course of a programme relevant for a wide range of individuals.
- Include plentiful, effective supplementary material to support the lessons.
- Ask yourself - could another teacher use the plan from the information given?
- Make sure individual learners are considered in group lesson planning – not every member of the group will benefit from the same tasks, or will be reasonably expected to achieve the same outcomes.



## Home Study Plans (HSP)

- Again, make sure the template structure/layouts for both are consistent and easy to use.
- Ensure the content and achievements of the lesson are recorded on each HSP.
- After this, plans should detail the work that the learner is going to practise for that given week.
- Be realistic, and ensure that the learner has information about how to practise effectively.
- Some weeks will contain more work than others, the plans should reflect this.
- There should be a progression from week to week, and the content should relate to the lesson content.
- Try to relate home study to the corresponding Lesson Plan and provide supplementary materials accordingly. Include frequent audio/visual suggestions to enhance the learner's development.
- Include any other supplementary material also.
- Make sure targets for the next lesson are realistic, achievable and clearly understood.
- Make sure timings are prescribed by the teacher. They need to be clear for each task, split into days, allocated per task.
- Try to think ahead to include graduated tasks which build on the lesson.
- Include guidance/tips and any comments which are tailored for each learner (particularly group learners) to help them learn in their own time.
- Remember, most development will take place in a learner's own time. The Lesson Plan should allocate sufficient time to complete homework, which will differ in complexity and amount per learner and according to level. Then the HSP should clearly articulate the tasks with guidance to maximise the likelihood of progress between lessons.

## Unit 2

### Video - Observing Teacher Performance

- When getting ready to watch the video, make sure you read the Teaching Clip Notes as fully as you can beforehand. You will be given five minutes to do this. Remember these notes are not prepared by Rockschool and it is for you to decide whether you agree with them. This forms part of the discussion.
- If you miss elements of the video, do not worry, there will be ample material to use in the interview.
- Try to ensure your comments are balanced equally between positive and critical.
- Try also to suggest your own ideas or teaching approaches you would tackle differently.

### Video - Observing Learner Performance

- The learner performance videos run immediately after the Teaching Clips. Therefore try to carefully read through the Sheet Music and Assessment Criteria before the video starts.
- Quickly identify the musical difficulties for the piece, at the correct level, and try to assess these in particular when watching the video.
- Watch the videos carefully. They will be short so try not to miss any elements of the learner performances. Make your own notes in shorthand.
- Conversely, because the videos are short, it is easier to retrospectively apply them to the assessment criteria immediately each video finishes.
- Try to ensure your comments are balanced equally between positive and constructive criticism.
- Candidates are encouraged to demonstrate a reflective approach to consideration of the performances.

## During the Interview

- Credit will be given for confidence, fluency and depth of insight.
- Wide-ranging volunteered comments are good.
- Try to prevent the examiner needing to prompt ideas and responses.
- Try to present balanced judgements, including a combination of both positive and critical elements, plus appropriate suggestions as to how you would tackle situations differently.
- Ensure you are familiar with the principle of Continuing Professional Development (CPD), why this is important and how you intend to ensure an on-going review of your teaching.

## Written Exam

- Research the topics well, including use of the Recommend Resources section of the handbook.
- Remember you need to pass this element of the Diploma to pass overall.
- Arrive in good time.
- Read the preamble carefully on the front of the exam paper.
- Make sure you have attempted every question and spread the time evenly between the sections.
- If any terminology used in the questions on the written paper is unclear then candidates are permitted to ask the invigilator for clarification. The invigilator **will not** give the answers to any questions.



# **Section 4**

## **Recommended Resources**

Below are some recommended texts and websites that seek to give guidance, direction and ideas on all aspects of the Level 4 Teaching Diploma. It is not compulsory for candidates to purchase all recommended titles and some internet links are free of charge.

Candidates are also advised that this should not be considered a complete list and are more than encouraged to read and look at any material they have access to on the subject.

## Teaching

- Dunne, R. and Wragg, T. (1994) **Effective Teaching** Routledge
- Ginnis, Paul. (2002) **The Teacher's Toolkit** Crown House
- Harris, Paul. (2008) **Improve Your Teaching: Teaching Beginners: A New Approach for Instrumental and Singing Teachers** Faber
- Fry, H., Ketteridge, S. and Marshall, S. (2009) **A handbook for teaching & learning in higher education. 3rd edn.** Routledge.
- Jones, Kate. (2000) **Keeping Your Nerve** Faber
- Pound, L. (2008) **How children learn: from Montessori to Vygotsky – educational theories and approaches made easy** Step Forward Publishing Ltd.
- Petty, G. (2009) **Teaching today: a practical guide. 4th edn.** Cheltenham: Nelson Thornes
- Stevens, John. (2007) **Search and Reflect: A Music Workshop Handbook**
- Learning Styles: VARK Questionnaire <http://www.vark-learn.com/english/page.asp?p=questionnaire>

## Health and Safety

- <http://www.hse.gov.uk/services/education/index.htm>
- <http://www.musiceducationuk.com/the-law-and-standards/>
- <http://www.hse.gov.uk/risk/classroom-checklist.htm>
- [http://www.babcock-education.co.uk/ldp/do\\_download.asp?did=301263](http://www.babcock-education.co.uk/ldp/do_download.asp?did=301263)
- <http://www.hse.gov.uk/electricity/faq-portable-appliance-testing.htm>

## Small Business Practice

- <http://www.legislation.gov.uk/ukxi/1987/650/schedule/3/made>
- [http://www.amazon.co.uk/Private-Music-Teachers-Yearly-Bookkeeping/dp/1484933923/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1413112291&sr=1-1&keywords=music+teacher+tax](http://www.amazon.co.uk/Private-Music-Teachers-Yearly-Bookkeeping/dp/1484933923/ref=sr_1_1?s=books&ie=UTF8&qid=1413112291&sr=1-1&keywords=music+teacher+tax)
- [http://www.amazon.co.uk/make-money-music-teacher-proven-ebook/dp/B0040A6JZ2/ref=sr\\_1\\_2?s=books&ie=UTF8&qid=1413134890&sr=1-2&keywords=music+teacher+business](http://www.amazon.co.uk/make-money-music-teacher-proven-ebook/dp/B0040A6JZ2/ref=sr_1_2?s=books&ie=UTF8&qid=1413134890&sr=1-2&keywords=music+teacher+business)
- [http://www.amazon.co.uk/How-Make-Small-Music-Business-ebook/dp/B009JEIJ56/ref=sr\\_1\\_2?s=books&ie=UTF8&qid=1398774203&sr=1-2&keywords=music+small+business](http://www.amazon.co.uk/How-Make-Small-Music-Business-ebook/dp/B009JEIJ56/ref=sr_1_2?s=books&ie=UTF8&qid=1398774203&sr=1-2&keywords=music+small+business)

## Child Protection

- Safe Network the leading charity on Safeguarding advice  
<http://www.safenetwork.org.uk/Pages/default.aspx>
- NSPCC details on defining abuse <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>
- CEOP the police child protection unit <http://ceop.police.uk/Knowledge-Sharing/>
- Government advice on how to proceed in the event of concerns  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- <https://www.gov.uk/government/publications/safeguarding-children-and-young-people>
- Short Child Awareness Videos by Music Union  
<https://www.youtube.com/playlist?list=PLB1B1F0F678120BCF>

## Special Educational Needs (SEN)

- Cowne, E. (2004) Beginner's Guide To Meeting Special Educational Needs: A Handbook London: David Fulton
- [http://www.amazon.co.uk/Music-Dyslexia-Positive-Tim-Miles/dp/0470065583/ref=sr\\_1\\_4?s=books&ie=UTF8&qid=1413111297&sr=1-4&keywords=peripatetic+music+teacher](http://www.amazon.co.uk/Music-Dyslexia-Positive-Tim-Miles/dp/0470065583/ref=sr_1_4?s=books&ie=UTF8&qid=1413111297&sr=1-4&keywords=peripatetic+music+teacher)
- [http://www.amazon.co.uk/Meeting-SEN-Curriculum-Victoria-Jaquiss/dp/1843121689/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1413111633&sr=1-1&keywords=SEN+music](http://www.amazon.co.uk/Meeting-SEN-Curriculum-Victoria-Jaquiss/dp/1843121689/ref=sr_1_1?s=books&ie=UTF8&qid=1413111633&sr=1-1&keywords=SEN+music)
- [http://www.amazon.co.uk/Music-Lessons-Children-Special-Needs/dp/1853022950/ref=sr\\_1\\_7?s=books&ie=UTF8&qid=1413111686&sr=1-7&keywords=SEN+music](http://www.amazon.co.uk/Music-Lessons-Children-Special-Needs/dp/1853022950/ref=sr_1_7?s=books&ie=UTF8&qid=1413111686&sr=1-7&keywords=SEN+music)