

Level 4 Diplomas in Music and Performing Arts

Submission Guidance

July 2021

CONTENTS

- 3.....Acknowledgements/Foreword
 - 4.....Contact
 - 5.....Submission checklist
-

Unit Guidance

- 6..... PD401 Advanced Repertoire and Technical Skills (Double)
- 10..... PD402 Advanced Repertoire and Technical Skills (Single)
- 14..... PD403 Advanced Repertoire and Technical Skills (2nd Discipline)
- 17..... PD404 Artist Analysis
- 20..... PD405 Collaborative Production
- 22..... PD406 Marketing Yourself as a Creative Professional
- 26..... PD407 Enterprise and Entrepreneurship
- 29..... PD408 Inclusive Learning
- 32..... PD409 Planning, Facilitating and Evaluating Learning
- 38..... PD410 Assessment
- 40..... PD411 Understanding Learning
- 43..... PD412 Self-Care for Creative Professionals
- 45..... PD413 Safe Teaching

Acknowledgements

Director of Academic

Tim Bennett-Hart

Syllabus Guidance Design

Daniel Bowater

Syllabus Guidance Layout and Proof Reading

Eva Brandt and Oliver Goss

Syllabus Guidance Writers

Brian Ashworth, Daniel Bowater, Eva Brandt, Paul Hose, Jason Huxtable, Rhys Matthews, Stuart Slater and Georg Voros

Foreword

This collated 'Guidance on Diploma Submission' has been designed in support of RSL's 'Professional Diploma Syllabus Specification Guide'.

It is aimed at helping candidates working towards any of these qualifications to gain insight into each unit's requirements: the specific learning outcomes, evidence required for assessment and the grading criteria.

The guide serves three purposes:

1. To provide an overview of the submission requirements for each unit
2. To provide examples of what a pass, merit and distinction submission may typically contain
3. To provide a summary of the minimum requirements to pass

Candidates may use this guidance to better understand the unit requirements and as a checklist before uploading their submissions.

Please note that the guidance is not exhaustive and should be seen as an indication of how responses may be structured and what they should include, rather than as a template for submission.

Eva Brandt

RSL Senior Examiner

July 2021

Contact

RSL

Harlequin House Ground Floor

7 High Street

Teddington

Middlesex

TW11 8EE

Website: www.rslawards.com

Telephone: +44 (0)345 460 4747

Email: info@rslawards.com

Checklist for completing and uploading your diploma submission

- Make sure you have read and understood the whole unit description incl. the learner outcomes, assessment evidence, the grading criteria and any specified evidence limits.
- Ensure you complete and include all the assessment evidence when uploading your work, incl. any references to legislation and child protection if specified in the learner outcomes, assessment evidence and the grading criteria.
- For units where repertoire approval is required, please upload the signed repertoire approval form with your submission, check this is still within the valid 6 months of approval.
- Make use of referencing, bibliographies and appendices in accordance with the syllabus guidance.
- Ensure all of your submitted work (documents and videos) have your name and unit number included in the title and subsequent pages.
- Please include the word count in all documents where the word limit is specified.
- Ensure your work is proof-checked for language, spelling mistakes/ typos.
- Check that audio/video evidence duration is within the unit specification limit, and that these can playback in a standard format (e.g. mp4).
- Any videos evidence should be compressed to below 1GB, please double check that your video evidence plays and is not corrupted in compression before uploading.
- Finally, we recommend that for both diploma levels, you take advice from a tutor or mentor who is able to help you judge whether the minimum requirements are met.

Examiner Guidance on Submission

PD401 Advanced Repertoire and Technical Skills (Double)

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address ALL of the unit requirements and will include:

- Knowledge and understanding of the context and technical range within the repertoire offered (at level 4), displaying a clear explanation of the thinking behind the performance; the rationale and theme, and details on the post Grade 8 technical challenges incorporated within the performance.
- Detail on aspects of preparation (pre-rehearsal), rehearsal structure, and rehearsal content.
- A video performance of a duration of 25 minutes, with a minimum of 2 people in the audience. The recording needs to be continuous with no excessive breaks between pieces and with no editing or post production or alteration permitted including pitch correction.
- A relevant and clear evaluation of the performance, including comment regarding strengths (including reference to the Level 4 detail given in the planning content at the outset), as well as defining areas for development.

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following e.g. within a musical context submission:

The theme of my performance is and my rationale aims to

The level 4 techniques used are as follows... (give detail, and state where they specifically appear within the programme).

Pre-rehearsal considerations required me to e.g. decide on/secure band members/instrument types; organise equipment; sort rehearsal space/s and time/s, confirm the music content (in full or in part at this stage), and consider the venue for the actual performance.

Rehearsals were organised as follows with the aim of achieving e.g. how was the final performance content arrived at.

The performance itself should demonstrate mostly secure and clearly grasped structural features, alongside overall control of the complex elements within the repertoire; a little hesitation and some minor slips might be shown at points during the performance.

You should demonstrate a sound and secure understanding of musical interpretation, and a developed awareness of the subtleties of performance and engagement with the audience.

Musical strengths were, with my use of Level 4 techniques displaying ...

To establish further musical effectiveness in future performances, I need to consider e.g. aspects related to rehearsal/preparation; adding further variety with instrumental textures; reworking tempo choices...; varying keys....With ... (e.g. song two) I need to rehearse bars ... more effectively by ... so as to

I engaged with the audience through (e.g. define and explore the subtleties of performance/stagecraft/pacing that you conveyed here).

A merit standard submission may typically contain the following examples within a musical context submission:

The theme of my performance is and my rationale aims to I feel that this performance will be effective because I feel that the audience will react positively because

The level 4 techniques used were as follows.... (give detail, and state where they specifically appear within the programme). Challenging aspects were to be prepared by ensuring This was to encourage

Pre-rehearsal considerations/management require me to e.g. secure band members/instrument types; organise equipment; sort rehearsal space/s and time/s; confirm the music content (in full or in part at this stage), and consider the venue for the actual performance. Managing these aspects will aid the performance by

Rehearsals were organised as follows with the aim of achieving ... e.g. how the final performance content was arrived at; defining the full/final programme if not already stated. The process of deciding the running order/structuring of the set was arrived at through I prepared the specified level 4 challenges by (define and chart relevant rehearsal detail).

The performance itself should demonstrate secure, confident and clearly grasped structural features alongside controlled use of the complex elements within the repertoire; very minor hesitation and/or occasional slips might be shown at points during the performance. You should also demonstrate a secure and confident understanding of musical interpretation, and an understanding of the subtleties of performance and engagement with the audience.

The effectiveness of this performance was displayed through and through (convey the musical and practical strengths achieved here). To establish further musical effectiveness in future performances, I need to consider e.g. aspects related to rehearsal/preparation; adding further variety with instrumental textures; reworking tempo choices...; varying keys....

This/these aspect/s will add to the performance because With ... (e.g. song two) I need to rehearse bars ... more effectively so as to and (e.g. song three) will benefit from because ...

The applied Level 4 techniques were successfully controlled, in that ... and further fluency could be achieved by ...

I engaged with the audience through (define and explore the subtleties of performance/stagecraft/pacing that you conveyed here). To build further rapport with an audience in future I would ...

A distinction standard submission may typically contain the following examples within a musical context submission:

The theme of my performance is and my rationale aims to I feel that this performance will be effective because... I feel that the audience will react positively because ... So as to maintain continuity and audience engagement I will aim to

The level 4 techniques used are as follows... (give detail, and state where they specifically appear within the programme). Challenging aspects are to be prepared by ensuring This is to encourage ... allowing for

Pre-rehearsal considerations/management required me to ... e.g. secure band members/instrument types; organise equipment; sort rehearsal space/s and time/s; confirm the music content (in full or in part at this stage), and consider the venue for the actual performance). Managing these will aid the resulting performance because and in future projects, I will aim to resolve issues such as by so that...

Rehearsals were organised as follows with the aim of achieving ... e.g. how was the final performance content arrived at. The process of deciding the running order/structuring of the set was arrived at through ... I prepared the specified level 4 challenges by (define relevant rehearsal detail). Any alterations/adaptions made to the use of level 4 techniques were made because this allowed me to

OR

No alterations/adaptions were made to the planned level 4 techniques used here because ...

Refining of performance material involved I felt that would improve the performance because Practical and musical momentum was maintained by

The performance itself should demonstrate highly secure and sustained structural features alongside command of all complex elements in the repertoire. You will need to demonstrate a highly secure and confident understanding of musical interpretation, and a highly developed understanding of the subtleties of performance and engagement with the audience.

The effectiveness of this performance was displayed through and through e.g. Musical and practical strengths were displayed via To establish further musical effectiveness in future performances, I need to consider e.g. aspects related to rehearsal/preparation; adding further variety with instrumental textures; reworking tempo choices...; varying keys.... These aspects will add to the performance because With ... (e.g. song two) I need to rehearse bars ... more effectively by ... so as to ... and (song three) will benefit from because In future performance projects, I will encourage greater on stage communication by To achieve this my management of practical and musical considerations will need to because

The applied Level 4 techniques were successfully controlled, in that but further fluency could be achieved by I will aim to develop my use of level 4 techniques and beyond by This will allow me to I engaged with the audience through (define and explore the subtleties of performance/stagecraft/pacing that you conveyed here). To build further rapport with an audience in future I would Effective pathways for this include because ...

Summary

It can be seen from the above that submitted work should:

- reflect a complete journey, from the plan and formation of a performance theme and rationale; through pre-performance detail, onto the performance itself.
- include an evaluation of the performance
- describe your technical strengths within this, and areas for development

At Level 4 it is expected that submissions will reflect any research undertaken with appropriate referencing. Candidates should provide insight based on their own experience and research, broad generalisations should be avoided.

Examiner Guidance on Submission

PD402 Advanced Repertoire and Technical Skills (Single)

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- Knowledge and understanding of the context and technical range within the repertoire offered (at level 4), displaying a clear explanation of the thinking behind the performance; the rationale and theme, and details on the post Grade 8 technical challenges incorporated within the performance.
- Detail on aspects of preparation (pre-rehearsal), rehearsal structure, and rehearsal content.
- A video performance of a duration of 15 minutes, with a minimum of 2 people in the audience. The recording needs to be continuous with no excessive breaks between pieces and with no editing or post production or alteration permitted including pitch correction.
- A relevant and clear evaluation of the performance; including comment regarding strengths (including reference to the Level 4 detail given in the planning content at the outset), as well as defining areas for development.

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following e.g. within a musical context submission:

The theme of my performance is and my rationale aims to

The level 4 techniques used are as follows... (give detail, and state where they specifically appear within the programme).

Pre-rehearsal considerations required me to e.g. decide on/secure band members/instrument types; organise equipment; sort rehearsal space/s and time/s, confirm the music content (in full or in part at this stage), and consider the venue for the actual performance.

Rehearsals were organised as follows with the aim of achieving e.g. how was the final performance content arrived at.

The performance itself should demonstrate mostly secure and clearly grasped structural features, alongside overall control of the complex elements within the repertoire; a little hesitation and some minor slips might be shown at points during the performance.

You should demonstrate a sound and secure understanding of musical interpretation, and a developed awareness of the subtleties of performance and engagement with the audience.

Musical strengths were, with my use of Level 4 techniques displaying ...

To establish further musical effectiveness in future performances, I need to consider e.g. aspects related to rehearsal/preparation; adding further variety with instrumental textures; reworking tempo choices...; varying keys....With ... (e.g. song two) I need to rehearse bars ... more effectively by ... so as to

I engaged with the audience through (e.g. define and explore the subtleties of performance/stagecraft/pacing that you conveyed here).

A merit standard submission may typically contain the following examples within a musical context submission:

The theme of my performance is and my rationale aims to I feel that this performance will be effective because I feel that the audience will react positively because

The level 4 techniques used were as follows.... (give detail, and state where they specifically appear within the programme). Challenging aspects were to be prepared by ensuring This was to encourage

Pre-rehearsal considerations/management require me to e.g. secure band members/instrument types; organise equipment; sort rehearsal space/s and time/s; confirm the music content (in full or in part at this stage), and consider the venue for the actual performance. Managing these aspects will aid the performance by

Rehearsals were organised as follows with the aim of achieving ... e.g. how the final performance content was arrived at; defining the full/final programme if not already stated. The process of deciding the running order/structuring of the set was arrived at through I prepared the specified level 4 challenges by (define and chart relevant rehearsal detail).

The performance itself should demonstrate secure, confident and clearly grasped structural features alongside controlled use of the complex elements within the repertoire; very minor hesitation and/or occasional slips might be shown at points during the performance. You should also demonstrate a secure and confident understanding of musical interpretation, and an understanding of the subtleties of performance and engagement with the audience.

The effectiveness of this performance was displayed through and through (convey the musical and practical strengths achieved here). To establish further musical effectiveness in future performances, I need to consider e.g. aspects related to rehearsal/preparation; adding further variety with instrumental textures; reworking tempo choices...; varying keys....

This/these aspect/s will add to the performance because With ... (e.g. song two) I need to rehearse bars ... more effectively so as to and (e.g. song three) will benefit from because ...

The applied Level 4 techniques were successfully controlled, in that ... and further fluency could be achieved by ...

I engaged with the audience through (define and explore the subtleties of performance/stagecraft/pacing that you conveyed here). To build further rapport with an audience in future I would ...

A distinction standard submission may typically contain the following examples within a musical context submission:

The theme of my performance is and my rationale aims to I feel that this performance will be effective because... I feel that the audience will react positively because ... So as to maintain continuity and audience engagement I will aim to

The level 4 techniques used are as follows... (give detail, and state where they specifically appear within the programme). Challenging aspects are to be prepared by ensuring This is to encourage ... allowing for

Pre-rehearsal considerations/management required me to ... e.g. secure band members/instrument types; organise equipment; sort rehearsal space/s and time/s; confirm the music content (in full or in part at this stage), and consider the venue for the actual performance). Managing these will aid the resulting performance because and in future projects, I will aim to resolve issues such as by so that...

Rehearsals were organised as follows with the aim of achieving ... e.g. how was the final performance content arrived at. The process of deciding the running order/structuring of the set was arrived at through ... I prepared the specified level 4 challenges by (define relevant rehearsal detail). Any alterations/adaptions made to the use of level 4 techniques were made because this allowed me to

OR

No alterations/adaptions were made to the planned level 4 techniques used here because ...

Refining of performance material involved I felt that would improve the performance because Practical and musical momentum was maintained by

The performance itself should demonstrate highly secure and sustained structural features alongside command of all complex elements in the repertoire. You will need to demonstrate a highly secure and confident understanding of musical interpretation, and a highly developed understanding of the subtleties of performance and engagement with the audience.

The effectiveness of this performance was displayed through and through e.g. Musical and practical strengths were displayed via To establish further musical effectiveness in future performances, I need to consider e.g. aspects related to rehearsal/preparation; adding further variety with instrumental textures; reworking tempo choices...; varying keys.... These aspects will add to the performance because With ... (e.g. song two) I need to rehearse bars ... more effectively by ... so as to ... and (song three) will benefit from because In future performance projects, I will encourage greater on stage communication by To achieve this my management of practical and musical considerations will need to because

The applied Level 4 techniques were successfully controlled, in that but further fluency could be achieved by I will aim to develop my use of level 4 techniques and beyond by This will allow me to I engaged with the audience through (define and explore the subtleties of performance/stagecraft/pacing that you conveyed here). To build further rapport with an audience in future I would Effective pathways for this include because ...

Summary

It can be seen from the above that submitted work should:

- reflect a complete journey, from the plan and formation of a performance theme and rationale; through pre-performance detail, onto the performance itself.
- include an evaluation of the performance
- describe your technical strengths within this, and areas for development

At Level 4 it is expected that submissions will reflect any research undertaken with appropriate referencing. Candidates should provide insight based on their own experience and research, broad generalisations should be avoided.

Examiner Guidance on Submissions

PD403 Advanced Repertoire and Technical Skills (2nd Discipline)

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- A video of a continuous performance with a duration of 15 minutes. This repertoire can be own choice or drawn from repertoire lists for their chosen instrument/voice. The minimum technical skills level to be equivalent to Grade 6 in standard. The candidate must have chosen a different discipline to the Advanced Technical Skills unit (PD401 & PD402).
- A clear rationale for the theme of the programme submitted.
- A description of the rehearsal/preparation plan and process leading up to the final performance.
- An evaluation of the performance itself, with additional reference made to own technical strengths and areas for development for the future.

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

My theme and rationale for my chosen programme is..

Pieces 'x' 'y' and 'z' are relevant to my chosen theme because....and I have structured my performance in this order due to....

I would like to highlight the following key technical demands of my chosen repertoire....

In order to prepare for the performance....

In summary, I feel my performance was successful because...

In order to improve my technical ability, I will need to....

On reflection of my performance, in the future I will need to do the following...

A merit standard submission may typically contain the following examples:

My theme and rationale for my chosen programme is.....and can be clearly showcased within this repertoire because....

Pieces 'x' 'y' and 'z' are relevant to my chosen theme because....and I have structured my performance in this order due to....other factors that have influenced my choice of theme are...

I would like to highlight the following key technical demands of my chosen repertoire....these technical demands are challenging because...due to these technical challenges, I have structure my programme in this way because....

In order to prepare for the performance....I prepared in this way due to the fact that...other factors that influenced my preparation for the performance were....

In summary, I feel my performance was successful because...looking back on my preparation for this performance....I feel my rationale and theme was successfully conveyed because....

In order to improve my technical ability I will need to....it is essential that I do this because....I can put the following methods/approaches in place to support my development....

On reflection of my performance, in the future I will need to do the following...I will engage in the following strategy by...I will incorporate these processes in to my planning and technical development in the following way...

A distinction standard submission may typically contain the following examples:

My theme and rationale for my chosen programme can be clearly referenced/showcased in the following ways...influenced me to structure my programme in the following way...I can successfully communicate my rationale/theme by...

I would like to comprehensively analyse the following key technical demands of my chosen repertoire... these technical demands are challenging because...due to these technical challenges, I have structure my programme in this way because....additional factors/techniques to explore are..

In order to comprehensively prepare for the performance....I prepared in this way due to the fact that...other factors that influenced my preparation for the performance were....my preparation process evolved in this way...

In summary, I feel my performance was successful because...looking back on my preparation for this performance....I feel my rationale and theme was successfully conveyed because....my technical strengths were showcased....in relation to my preparation process and rationale/theme.....

In order to improve my technical ability I will need to....it is essential that I do this because....I can put the following methods/approaches in place to support my development....I will know that I have overcome this technical challenge by...

On reflection of my performance, in the future I will need to do the following...I will engage in the following strategy by...I will incorporate these processes in to my planning and technical development in the following way...I will be able to measure this development by...

Summary

It can be seen from the above that submitted work should:

- Include a 15-minute performance of grade 6 standard or above on a second study instrument.
- Identify a rationale and theme for the choice of programme.
- Identify key technical demands of the repertoire chosen.
- Outline a clear preparation/rehearsal plan and process for the performance.
- Identify key technical strengths and areas for development in relation to the performance given.
- Evaluation of the performance itself, with a clear evaluation linking back to the preparation process and success of the rationale/theme.

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide any insight based on their own experience and research, broad generalisations should be avoided.

Examiner Guidance on Submissions

PD404 Artist Analysis

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- An analysis of a piece of work(s) of a chosen artist, with a clear reference made to how this has influenced the candidates' own work.
- Analysis of a piece of work by their chosen artist could include: instrumentation, style, key, scales, techniques, audience engagement, communication, style etc.
- A video performance of a duration of 15 minutes, with a minimum of 2 people in the audience. The recording needs to be continuous with no excessive breaks between pieces and with no editing or post production or alteration permitted including pitch correction.
- Performance pieces can be solo or accompanied and repertoire selected can be original or inspired work, with a clear link to the chosen artist.
- An evaluation of the performance, making reference to how the individual's influence has been interpreted and the success of this.
- An evaluation with clear reference to the rationale for the choice of programme, with a seamless link made to how technical skills used have captured the musical essence of the chosen artist.

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

The artist I have chosen to interpret is.....they have also influenced me by....

Typical stylistic/musical features of my chosen artist include....

I have chosen my programme to demonstrate.....and I will interpret this by....

Within my choice of programme you can see the following technical skills.....and these will be showcased clearly by...

On reflection, my performance was....

I feel my technical strengths were....and my areas for development are...

In relation to my chosen artist, I feel I successfully.....however I did not quite....

My interpretation of my chosen artist was successful because...however on the other hand...

A merit standard submission may typically contain the following examples:

The artist I have chosen to interpret is.....they have also influenced me by....as a musician, this artist has inspired me by...

Typical stylistic/musical features of my chosen artist include....you can see this clearly within...in comparison to the artists other works...

I have chosen my programme to demonstrate.....and I will interpret this by....my ongoing preparation of this key stylistic feature has been...I have chosen to structure my programme in the following way to...

Within my choice of programme you can see the following technical skills....and these will be showcased clearly by...additional technical skills include...

On reflection, my performance was....with regards to my preparation for this performance I feel....as my programme progressed...in terms of audience engagement I feel...

Several key technical strengths of my performance were....and my areas for ongoing development are...

In relation to my chosen artist, I feel I successfully.....however I did not quite....In relation to the following key stylistic features, I feel...In order to improve this for the future I would need to...

My interpretation of my chosen artist was successful because...however on the other hand...

On reflection of my opening artist analysis, I feel I have successfully interpreted them by...and this can be demonstrated within...this could also now be improved by...

A distinction standard submission may typically contain the following examples:

The artist I have chosen to interpret is.....they have also influenced me by....as a musician, this artist has inspired me by...

Typical stylistic/musical features of my chosen artist include....you can see this clearly within...in comparison to the artists other works...within my chosen highlighted musical excerpts you can see clearly....I have incorporated these features within my chosen programme by...

I have chosen my programme to demonstrate.....and I will interpret this by....my ongoing preparation of these key stylistic features has been...I have chosen to structure my programme in the following way to...further influences can be seen within...

Within my choice of programme you can see the following technical skills....and these will be showcased clearly by...additional technical skills include...based on my analysis of my musical excerpts, I am clearly demonstrating....within...by...

On reflection, my performance was....with regards to my preparation for this performance I feel....as my programme progressed...in terms of audience engagement I feel...my performance reflected my chosen musical features by...in relation to my opening analysis, I feel my performance...

Several key technical strengths of my performance were....and my areas for ongoing development are...extended areas of strength were...and be clearly reflected within...extended areas for development are...and this can be clearly identified within...

In relation to my chosen artist, I feel I successfully.....however I did not quite....In relation to the following key stylistic features, I feel...In order to improve this for the future I would need to...

If I were to do this performance again, I would need to ensure that...

My interpretation of my chosen artist was successful because...however on the other hand...to enhance the impact of my interpretation of my chosen artist I could...

On reflection of my opening artist analysis, I feel I have successfully interpreted them by...and this can be demonstrated within...this could also now be improved by...

Summary

It can be seen from the above that submitted work should:

- Identify a chosen artist and explain how this artist has influenced the candidates own work.
- Present a performance of 15 minutes, to a minimum audience of 2 people. This performance is also not edited and includes a programme of original or inspired works.
- Comprehensively evaluate the performance, making clear reference to the rationale for the pieces chosen, identifying how the performance has interpreted the work of their chosen artist and identified key strengths and areas for development.

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, broad generalisations should be avoided.

Examiner Guidance on Submissions

PD405 Collaborative Production

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include three core components:

A **performance synopsis** with a **rehearsal plan** for the production in your own words which includes information about:

- Who is in the group and their roles
- The choice of repertoire for the performance
- A rehearsal schedule for the performance
- Requirements for the performance (e.g. venue, equipment etc.)

A **video submission** of a live performance 20 minutes long to an audience of a minimum of 2 people.

- If you have a technical role you will need to submit an annotated script / plot detailing personal responsibilities during the performance i.e. lighting cues, sound effects, set change.
- If you had neither a performing or technical role you will need to submit either an annotated script/ plot i.e. choreography notes, coordination schedule or business plan for the production.

An **evaluation** of both your individual responsibilities and your role within the group.

Assessment Guidelines

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A **pass** standard submission may typically contain the following:

- evidence of required research, appropriately referenced
- an understanding of relevant legislation and contracts
- a practical understanding of collaborative production

- a confident understanding of the repertoire chosen
- a clear explanation of the rationale and theme for the performance
- a clear evaluation of the performance and your role within the production process

A merit standard submission may typically contain the following examples:

- thorough evidence of required research, appropriately referenced
- a detailed understanding of relevant legislation and contracts
- an advanced level of awareness within practical understanding of collaborative production
- a largely confident understanding of the repertoire chosen
- a clear and thorough explanation of the rationale and theme for the performance
- a detailed and thoughtful evaluation of the performance
- a detailed and confident evaluation of your role within the production process
- evidence of a principally confident level of teamworking and support for other members of the group

A distinction standard submission may typically contain the following examples:

- comprehensive evidence of required research, appropriately referenced
- an all-inclusive understanding of relevant legislation and contracts
- a comprehensive and highly practical understanding of collaborative production
- a comprehensive and in-depth knowledge and understanding of the repertoire chosen
- a comprehensive and clear evaluation of the rationale and theme for the performance
- a comprehensive and highly detailed evaluation of the performance and your role within the production process
- evidence of consistent and highly developed teamworking skills and support for other members of the group

Summary

It can be seen from the above that submitted work should:

- demonstrate how you contribute to planning, designing and rehearsing a live performance production
- identify your role in regard to your organisational, technical and teamworking skills
- consider relevant legislation in this context
- consider legal aspects such as contracts and insurance for staging a production
- evaluate the effectiveness of your methods and support for other team members
- identify the performance theme and repertoire indicating how and why this was chosen
- give details on the rehearsal plan and how it is structured
- critically evaluate the performance and outcome

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, broad generalisations should be avoided.

Examiner Guidance on Submissions

PD406 Marketing Yourself as a Creative Professional

The following is offered as guidance in how to best prepare for this unit.

It is important to read through this carefully and structure your work accordingly with the aim of ensuring you have met all the requirements before submitting your work.

The advice given is not exhaustive and should not be viewed as a guarantee to achieve a certain result as there are many variable factors within the assessment process. However, the closer you follow the guidelines below, the more chance you will give yourself of reaching a successful outcome.

In addition to these recommended guidelines make sure you read and understand the whole unit specification and note the requirements across all the learning outcomes and what is expected of you.

Unit Preparation

This section offers a concise overview of what you need to prepare. A pass standard submission must address **ALL** of the unit requirements and includes four core components as set out below:

A marketing proposal which includes:

- A **CV** giving details of yourself, your skills and experience.
- A **Marketing Plan** that evidences research into your potential audience, how you will carry out your marketing and promotional activities within specified timelines, and what you aim to achieve overall from this plan.
- A **short self-tape** in between 4 and 6 minutes, which demonstrates your skills to one of the potential audiences identified in your marketing proposal. The self-tape could be a performance or an introduction to your work as a teacher or other creative professional.
- A **CPD Plan** showing how you have researched the steps you will take to keep your skills, knowledge and understanding and brand up to date and relevant.

Assessment Guidelines

The following section provides insight into the grading criteria used to assess the submission.

A pass standard submission would be expected to contain the following:

- evidence of required research and appropriately referenced
- an understanding of relevant legislation and contracts, where appropriate
- an understanding of how to market yourself as a creative professional

- an understanding of how to manage your brand and professional development
- evidence of research into your potential audience and appropriately referenced
- an understanding of how you will carry out your marketing and promotional activities, with clearly defined timelines and why you consider these to be realistic

A merit standard submission would be expected to contain the following:

- evidence of detailed research and thorough references
- a detailed understanding of relevant legislation and contracts, where appropriate
- an advanced level of understanding of how to market yourself as a creative professional
- an advanced and practical understanding of how to manage your brand and build your professional development
- evidence of convincing and results orientated research into your potential audience, appropriately referenced
- an in-depth and practical understanding of how you will carry out your marketing and promotional activities, with clearly defined timelines and why you consider these to be realistic

A distinction standard submission would be expected to contain the following:

- evidence of comprehensive research with highly detailed references
- an all-inclusive understanding of relevant legislation and contracts and the benefits thereof
- a comprehensive and highly practical level of understanding in how to market yourself as a creative professional
- a comprehensive and highly practical level of understanding in how to manage your brand and build your professional development
- highly convincing evidence of results orientated research into your potential audience, appropriately referenced, indicating how each strategy will benefit you to achieve your goals
- a comprehensive and highly practical understanding of how you will carry out your marketing and promotional activities, with clearly defined timelines and why you consider these to be realistic

Pre-Submission Checklist

This section provides examples of what to look for within your completed work before submitting this for assessment. These are not directive, nor exhaustive and are not indicative of a result but do give an indication of what response to expect from the depth of your research, attention to detail and quality standard within your submission.

A pass standard submission

- I have submitted a fully completed Marketing Plan, CV, Self-Tape and CPD plan
- I have submitted evidence of required research that has been appropriately referenced
- I have submitted evidence of research into my potential audience
- I demonstrate an understanding of relevant legislation and contracts where appropriate
- I am able to demonstrate that I have an understanding of how I will carry out my marketing and promotional activities with realistic and clearly defined timelines

- I am able to show that I know how to market myself as a creative professional
- I am able to demonstrate an understanding of how to manage my brand and professional development

A merit standard submission

- I have submitted highly detailed and fully completed Marketing Plan, CV, Self-Tape and CPD plan
- I have submitted convincing evidence of required research that has been thoroughly referenced
- I have submitted convincing evidence of research into my potential audience and how I will effectively reach them to gain maximum conversion
- I am able to demonstrate advanced knowledge and understanding of relevant legislation and contracts where appropriate
- I am able to demonstrate that I have an advanced and practical understanding of how I will carry out my marketing and promotional activities with realistic and clearly defined timelines
- I am able to demonstrate that I have an advanced level of awareness and confidence in how to market myself as a creative professional
- I am able to demonstrate an advanced level of understanding in how to manage my brand and professional development with convincing detail in what benefits these offer

A distinction standard submission

- I have submitted comprehensive Marketing Plan, CV, Self-Tape and CPD plan fulfilling all requirements and criteria
- I have submitted comprehensive evidence of required research that has been thoroughly referenced
- I have submitted comprehensive evidence of research into my potential audience with highly convincing evidence in how I will gain maximum conversion from my strategies
- I am able to demonstrate comprehensive knowledge and understanding of relevant legislation and contracts where appropriate
- I am able to demonstrate that I have a highly advanced and all-inclusive understanding of how I will carry out my marketing and promotional activities, indicating realistic and clearly defined timelines to achieve aims and objectives
- I am able to demonstrate that I have a highly advanced level of awareness and ability in how to market myself as a creative professional
- I am able to demonstrate a highly advanced level of understanding in how to manage my brand and professional development, with clearly defined detail on how each strategy benefits my business

Summary

It can be seen from the above that submitted work should:

- show that you are able to construct a CV, a Marketing Plan and CPD
- show that you are able to construct a self-tape demonstrating your brand and your services
- demonstrate your understanding of how to market yourself as a creative professional
- consider relevant legislation within this context
- demonstrate you can evaluate the effectiveness of your research and marketing strategies

- demonstrate you are able to manage and promote your brand and professional development
- demonstrate you are able to identify potential options for your personal development and assess the benefits of these options for your professional career

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, supported by case study evidence where appropriate.

Examiner Guidance on Submissions

PD407 Enterprise and Entrepreneurship

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- What type of business are you proposing to establish? How will it be run (as a limited company or a sole trader)?
- What legislation do you need to take account of and what measures need to be in place (risk assessment, insurances, DBS, policies etc)
- What are you offering?
- What are your creative ideas?
- What is the current competition?
- Identification of strengths and weaknesses, opportunities and threats (SWOT analysis)
- Marketing and promotion of the business
- Identification of risks and contingency planning
- Finance and budget
- How and when you will review the proposal

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

I have registered myself with HMRC as a . . .

I am legally required to undergo a DBS check

There are x other music teachers in my local area

It is my intension to offer the following services . . .

I have identified that my business requires £x within the first 12 months

A merit standard submission may typically contain the following examples:

I have registered myself with HMRC as a This ensures that I

I am legally required to undergo a DBS check if I wish to teach in organisations and institutions at which the cohort includes

There are x other music teachers in my local area. Having researched what they offer . . .

It is my intension to offer the following services . . . This is based on market research that shows . . .

I have identified that my business requires £x within the first 12 months This is based upon the following expenses being incurred

A distinction standard submission may typically contain the following examples:

I have registered myself with HMRC as a . . . This ensures that I I have concluded – based on further research into the market – that I will need to

I am legally required to undergo a DBS check if I wish to teach in organisations and institutions at which the cohort includes Having researched the needs of I have found that I therefore . . .

There are x other music teachers in my local area. Having researched what they offer Further analysis of the services that my competition offers has shown a gap in the market which I intend to

It is my intension to offer the following services . . . This is based on market research that shows . . . Analysis of the competition together with shows that by offering

I have identified that my business requires £x within the first 12 months This is based upon the following expenses being incurred In addition to the needs of my business, I have also considered my own personal financial needs and requirements. By doing so I realise that and further analysis shows I therefore forecast . . . Having spoken with . . .

Summary

It can be seen from the above that submitted work should:

- Identify what type of business are you proposing to establish.
- Consider relevant legislation in this context.
- Demonstrate an awareness of competition in the space in which you wish to operate.
- Detail the services your business will offer.
- Identify the financial requirements of your business within the first year.

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, supported by case study evidence where appropriate. Broad generalisations should be avoided.

Examiner Guidance on Submissions

PD408 Inclusive Learning

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- evidence of research, appropriately referenced
- case study of an individual or group taught by the candidate
- an understanding of relevant legislation
- a practical understanding of inclusive learning and associated teaching styles
- a reflection on your inclusive practise

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

The Equality Act (2010) protects certain personal characteristics in law and prohibits any conduct that is discriminatory, harassing or victimising towards any person with protected characteristics. In order to plan inclusively I need to identify the needs of my learners. I do this by...

The needs of this individual/group are...

*Learner n has x learning barrier which means I need to make sure that...
I manage this by...*

The following types of teaching styles I have researched and outlined below are appropriate this learner/group because...

*I used x teaching method for Learner n to keep them engaged and motivated because...
This method was effective because...*

My approach to inclusive practice was effective because...

A merit standard submission may typically contain the following examples:

The Equality Act (2010) protects certain personal characteristics in law and prohibits any conduct that is discriminatory, harassing or victimising towards any person with protected characteristics. I In order to plan inclusively I need to identify the needs of my learners. I do this by.....This connects to my teaching practice by....

The needs of this individual/group are...This means I make sure I.....

*Learner n has x learning barrier which means I need to make sure that...
I manage this by incorporating it into my planning in the following ways...I manage their needs by.....I ensure I review my approach by...*

The following types of teaching styles I have researched and outlined below are appropriate this learner/group because.....The strategies I employ are integrated into my planning and teaching by.....and are effective because...

*I used x teaching method for Learner n to keep them engaged and motivated because...It is incorporated into my planning by....
This method was effective because...*

*My approach to inclusive practice was effective because...
However, I could improve x because...
I could do this by...*

A distinction standard submission may typically contain the following examples:

The Equality Act (2010) protects certain personal characteristics in law and prohibits any conduct that is discriminatory, harassing or victimising towards any person with protected characteristics. In order to plan inclusively I need to identify the needs of my learners. I do this by.....This connects to my teaching practice by....Inclusive issues manifest when....I keep constant vigilance to ensure I...

*The needs of this individual/group are...This means I make sure I.....
My research indicates that...*

*Learner n has x learning barrier which means I need to make sure that...
I manage this by incorporating it into my planning in the following ways...I manage their needs by.....I ensure I review my approach by...Having researched the following teaching styles I have incorporated...*

The following types of teaching styles I have researched and outlined below are appropriate this learner/group because...The strategies I employ are integrated into my planning and teaching by.....and are effective because...As an educator I can affect inclusivity in the following ways...

*I used x teaching method for Learner n because...It is incorporated into my planning by...My research shows that...
This method was effective because...This suggests....*

My approach to inclusive practice was effective because...

However, I could improve x because...

I could do this by...

Further research may focus on...I will plan to include and test the following method...with a view to...

Summary

It can be seen from the above that submitted work should:

- identify a learner or group of learners from the candidate's own teaching experience
- include research into teaching styles pertinent to inclusivity
- identify how the candidate's teaching of that learner or group of learners incorporates their needs
- consider relevant legislation in this context
- outline, via the case study, how inclusive learning is incorporated into the planning and management of the candidate's teaching
- reflect on the effectiveness of your inclusive practice, using the case study, including the teaching styles you have used to ensure all learners are engaged and motivated

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, supported by case study evidence. Broad generalisations should be avoided.

Examiner Guidance on Submissions

PD409 Planning, Facilitating and Evaluating Learning

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- An outline of the scheme of work for one individual or group of students.
- Lesson plans for five consecutive lessons within the scheme of work
- A video submission of one 20-minute lesson*. This lesson must be one from the submitted lesson plans.
- An evaluation of the submitted lesson.

*** If the lesson recorded is over 20 minutes in length, you must indicate which 20 minute, continuous excerpt you wish to be assessed upon.**

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

Scheme of Work

An outline of a scheme of work which provides the essential information necessary for the scheme to be followed and understood. Information included within a scheme of work at pass standard may typically include:

- Broad aims and objectives of this scheme.
- Basic information relating to the individual or group (e.g. number of students within the group, stage of study and identification of any individual learner needs).
- The duration of the scheme, length of sessions and frequency of sessions.
- An outline or summary of the topics and activities engaged with within sessions.

Lesson Plans

Lesson plans at pass standard will show ***an ability to plan five lessons for a chosen group or individual***. These will include all the essential information necessary for them to be followed and understood. Information included within these lessons plans at pass standard may typically include:

- The learning aims of each lesson.
- The content; the activities which form the lesson.
- The length and frequency of the lessons.
- The timing allocations given to each learning activity.

Video Submission

At pass standard you will be able to show that, **overall, your management of the class was satisfactory with clear selection of teaching techniques and overall a good level of communication maintained with students.** A video submission at pass standard may typically include the following features:

- The content of the lesson is clearly related to the relevant lesson plan.
- A clear selection of teaching techniques or methods are employed, developing a clear selection of technical, musical and transferrable skills.
- Communication with the learner(s) is effective; concepts are delivered in a clear and appropriate manner for the context of the session.
- Learners are given opportunities to contribute within the lesson through encouragement of two-way communication.
- The learning environment is safe with appropriate awareness of safeguarding issues.
- Feedback is given to learner(s) appropriately.
- There is use of 'demonstration' to communicate ideas and concepts.

Evaluation

At pass standard you will show that **you can evaluate your teaching practice.** An evaluation at pass standard may typically include.

- Identification of areas of strength - what was successful within the plans and video lesson.
- Identification of areas for development - what could have been better and how?

A merit standard submission may typically contain the following examples:

Scheme of Work

A **clear and structured outline of a scheme of work** which meets the requirements a pass standard AND shows an ability to clearly structure a course of study. A scheme of work at merit standard will show a clear and progressive development for learners over the course of study, linking activities week to week logically. In addition to the features of a scheme at pass standard, a submission at merit standard may typically include:

- Clear reference to an initial assessment of the learner(s).
- A clear relationship between the aims of the course of study, the learner's needs and the activities engaged with within sessions. There will be clear progression and development of challenge shown over the scheme.
- Further detail of session requirements (e.g. resources required)
- Structure of independent study (e.g practice requirements, research, listening etc.)

- Evidence of an intended development of a range of technical and musical skills (e.g. improvisation skills or student-led activities etc.)

Lesson Plans

Lesson plans at merit standard will show an ability to produce **a detailed plan of five lessons for chosen group or individual**. A set of lesson plans at merit standard will build upon the content at pass standard through addition of extra detail which may typically include:

- Resource requirements or inventory for each session.
- Identification of independent study plans for between sessions
- A more detailed session structure (e.g. time allocated to assessing independent study, integration of student led-activity or incorporation of activities designed to develop a wider, more holistic, range of musical skills).
- Initial detail relating to learning methods or pedagogical approaches.
- Use of technology or digital resources.
- Assessment and/or feedback activities.

Video Submission

At merit standard you will be able to show that, **overall, your management of the class was good with a considered and well thought through selection of teaching techniques and overall a very good level of communication maintained with students**. In addition to those at pass standard, a video submission at merit standard may typically show the following features:

- A logical, well thought through flow of activities, responsive to the learner(s) needs as the session unfolds.
- A well thought through range of teaching techniques and methods, appropriate to the activity and learner(s).
- Communication with the learner(s) is strong; there is evidence of 'rapport' and a challenging, purposeful and positive learning environment is fostered.
- The learner(s) are involved within the lesson showing consistent engagement and regular communication with you.
- Feedback given to learner(s) is effective, consistently referencing what has been achieved and areas for further development.
- Resources are well organised and there is evidence of appropriate use of technology.

Evaluation

At merit standard you will show that **you can evaluate your teaching practice, giving thoughtful insight into your progress and ability to adopt good practice into your own teaching**. An evaluation at merit standard, in addition to the features at pass standard, may typically include:

- An ability to identify how engagement with this unit marks a journey of progression. More simply, how has the planning, facilitation and evaluation of learning provided insight into aspects of your teaching practice (e.g. personal strengths, need for further training or support, identification of your teaching 'style').
- Identification of specific areas of the video lesson may support these insights.

A **distinction** standard submission may typically contain the following examples:

Scheme of Work

A **clear, structured and well thought through outline of a scheme of work** which meets the requirements of a merit standard AND shows evidence of a thoughtful approach, highly sensitive to the needs of individual learners.

A thoughtful submission shows that the learner(s) individual needs are consistently considered. In addition to the features of a scheme at merit standard, a submission at distinction standard may typically include:

- Thought shown through differentiated activities for individuals so that all are appropriately challenged.
- Further thought given to learner profile (e.g. learner type and/or preferred methods of learning), identified and integrated within scheme information.
- Identification of success criteria. How will you know the sessions have been successful?
- Creative and thoughtful activities and use of resources.
- Thought given to a flexible approach identifying the potential for slower, or more rapid, progression through the scheme.
- Thoughtful use of a range of resources and methods, clearly seeking to develop a full range of technical, musical and transferrable skills (e.g. team-working, communication, etc.)

Lesson Plans

Lesson plans at distinction standard will show an ability to produce a **comprehensive plan of five sessions for a chosen group or individual student**. A set of lesson plans at distinction standard will build upon the content at pass and merit standard through a comprehensive detailing, putting the learner(s) needs at the heart of decision making. In addition to the features of plans at merit standard, a submission at distinction may typically include:

- Detail of differentiated learning activities within session plans so that all learners are challenged.
- Consistent consideration of learner profile (e.g. individual educational needs, learner type preferences, preferred methods of communication etc.).
- Consideration of methods for motivation through content which strives to maintain interest and motivation for specific learner needs.
- Comprehensive detail of learning methods or pedagogical approaches.
- Consistent consideration of the need to develop a wide range of technical, musical and transferrable skills, tailored to the individual learner(s).
- Identification of success criteria. How will you know the sessions have been successful?

Video Submission

At distinction standard you will be able to show that, **overall, the management of the class was excellent and with a selection of teaching techniques that show real understanding of the needs and level of the class. You maintained an excellent level of communication with the students in the class meaning a consistent and very good level of engagement and motivation was shown**

throughout the class. In addition to those at pass and merit standard, a video submission at distinction standard may typically show the following features:

- The learner(s) needs and abilities are sensitively responded to, tailoring the flow of activities to the individual(s) through a creative range of activities, teaching techniques and methods.
- Communication with the learner(s) is excellent. A strong connection is made between teacher and student(s) through consistent communication, dialogue and sharing of ideas. There will be an obvious sense that the learner is being 'listened' to, responding to their input (verbally, musically or physically) with sensitivity.
- The learning space is exceptionally well organised in all aspects (e.g. in regards to use of resources, safeguarding, digital resources etc.)
- Student and teacher engagement is consistent and authentic. There is a genuine sense that important learning is taking place.

Evaluation

At distinction standard you can **provide a detailed reflection on your teaching practice, showing a clear understanding of your teaching ability and learning.** An evaluation at distinction standard, in addition to the features at pass and merit standard, may typically include:

- A detailed analysis of your video lesson with consistent identification of key moments to evidence your evaluative observations.
- A clear understanding of your own teaching ability will be communicated through a critical evaluation, providing perceptive commentary on your strengths and areas for development, underpinned by evidence and related to further research and/or pedagogic literature.
- Integration of some student feedback, showing understanding of how this informs your own teaching strengths and areas for development.

Summary

It can be seen from the above that submitted work should:

- Provide a clear and structured outline of a scheme of work
- Provide plans for five consecutive lessons for a chosen group or individual student within the scheme of work (5 in total)
- Include a 20-minute video submission of a lesson or extract of a lesson from the submitted plans, demonstrating a selection of effective teaching techniques and communication skills.
- Reflect on the effectiveness of your teaching practice, including insight into the progress of adopting good practice into own teaching. This may include the use of some student feedback.

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, supported by case study evidence. Broad generalisations should be avoided.

Further Guidance

Effective planning, facilitating and evaluation of learning puts the needs of the learner(s) at the heart of these three phases. Stronger submissions will reflect this through consistent reference to the learner(s) individual needs throughout the planning, facilitation and evaluation.

Consideration of the following prompting questions may assist in developing a course of highly effective, individualised, learning.

WHO? - Who is the student or groups? What stage are they at and how do you know? How would you describe the learner in terms of learner type? What are various abilities present within a group? What other stakeholders should be considered or consulted (e.g. guardians or institutional directives)?

WHY? - What are the aims of the learner(s) and how do you know? What are the learner's interests and preferences? What are you aiming to achieve and why? What is important for this scheme of lessons to be regarded as successful and how have you come to this conclusion?

WHAT? - What learner activities do you think would be effective in addressing the learner's needs? Which musical skills are being developed? What resources would be useful? Which teaching methods or pedagogical approaches would be most appropriate? What skills, further training or resources do you require?

WHEN? - How does the learning unfold over time? This can be from the perspective of a scheme of work, an individual lesson plan and/or the lesson 'as it happens'. Is this rate of learning achievable yet challenging for the particular learners.

SO WHAT? - What have you learnt from this unit? How has engagement with the unit and this specific individual or group developed your skills awareness as a practitioner? What next; what skills and experience do you seek to develop and how?

Examiner Guidance on Submissions

PD410 Assessment

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

A case study of either formative or summative assessment that you have carried out. This should include:

- How you planned the assessment activity – formative or summative, what type of assessment and the methodology you chose.
- How you carried out the assessment – what preparations and resources you needed to have in place, how you conducted the assessment and how you managed the process.
- How you gave feedback to the student(s) – what format you choose, how you delivered the feedback (formal or informal, verbal or non-verbal), how it was received and how you delivered constructive feedback which gave information about both strengths and areas for improvement or achievement based on the standards
- An evaluation of your assessment practice – identifying your strengths and areas for improvement, how you managed the assessment process, any learning and development needed for the future.

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

I chose to plan a assessment. This decision was taken based on I also chose to adopt the following methodology

Having planned the type of assessment, I realised that in order to I would require I developed the following which enabled me to

Feedback was given I chose this format Recipients of the feedback reported

Having completed the feedback process, I This enables me to

A merit standard submission may typically contain the following examples:

I chose to plan a assessment. This decision was taken based on I also chose to adopt the following methodology This was based upon researching . . .

Having planned the type of assessment, I realised that in order to I would require I developed the following which enabled me to It was important that different types of learner. I therefore research . . .

Feedback was given I chose this format . . . Having researched. . . . I realised that . . . Recipients of the feedback reported I gave feedback based on

Having completed the feedback process, I This enables me to evaluate . . . policy . . .

A distinction standard submission may typically contain the following examples:

I chose to plan a assessment. This decision was taken based on I also chose to adopt the following methodology This was based upon researching . . . Based on my own experience . . .

Having planned the type of assessment, I realised that in order to I would require I developed the following which enabled me to It was important that different types of learner. I therefore research . . . Having taught for recall my experience . . . combining

Feedback was given I chose this format . . . Having researched. . . . I realised that . . . Recipients of the feedback reported I gave feedback based on By speaking with practicing professionals. . . choice of language . . . appropriate to better enabled

Having completed the feedback process, I This enables me to evaluate . . . policy . . . pleasant experience . . . communication . . . I researched concluded

Summary

It can be seen from the above that submitted work should:

- Identify a type of assessment and show how a plan has been made.
- Include research pertinent to the relevant type of assessment.
- Evidence how the assessment is undertaken.
- Outline via the case study how feedback was given and received.
- Evaluate your assessment process and demonstrate an ability to consider feedback, implement and/or learn from it.

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, supported by case study evidence. Broad generalisations should be avoided.

Examiner Guidance on Submissions

PD411 Understanding Learning

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- analysis of at least 2 pedagogical practices
- an explanation of how the 2 pedagogical practices relate to your own practice and music and performing arts learners
- an identification and analysis of the needs for cognitive development of a group of learners that you have taught
- an identification of how those learner's needs and their cognitive development influences both your teaching styles and the selection of repertoire
- a reflection of your teaching practice and the classes you have taught identifying what you have learned about your teaching style along with an identification of your strengths and areas for improvement

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

I have researched the following 2 pedagogical practices...The first pedagogical practice is...and can be defined as...The second pedagogical practice is...and can be defined as...

The 2 pedagogical practices I have researched relate to my own practice in the following ways...

From my own practice I have selected the following group of learners...Their needs are...

Their needs and cognitive development influences my teaching style in the following ways...

Their needs and cognitive development influence the selection of repertoire in the following ways...

My understanding of learning is effective because...I have learned the following about my teaching style...The classes I taught were successful because...My strengths are...My areas for improvement are...

A merit standard submission may typically contain the following examples:

I have researched the following 2 pedagogical practices...The first pedagogical practice is...and can be defined as...The second pedagogical practice is...and can be defined as...Each of these practices have positive and negative aspects as follows...

The 2 pedagogical practices I have researched relate to my own practice in the following ways...This is demonstrated by...

From my own practice I have selected the following groups of learners...Their needs are...This means I need to do the following...

Their needs and cognitive development influences my teaching style in the following ways...The effect of this is...

Their needs and cognitive development influence the selection of repertoire in the following ways...The effect of this is...

My understanding of learning is effective because...I have learned the following about my teaching style...This means that...I have drawn on the pedagogical practices I researched by...The classes I taught were successful because...This shows that...My strengths are...My areas for improvement are...In order to develop my practice I could...

A distinction standard submission may typically contain the following examples:

I have researched the following 2 pedagogical practices...The first pedagogical practice is...and can be defined as...The second pedagogical practice is...and can be defined as...Each of these practices have positive and negative aspects as follows...This means that...

The 2 pedagogical practices I have researched relate to my own practice in the following ways...This is demonstrated by...They are particularly suited to my practice because...

From my own practice I have selected the following groups of learners...Their needs are...This means I need to do the following...Their needs mean that learning may be affected in the following ways...This means I need to make sure that...

Their needs and cognitive development influences my teaching style in the following ways...The effect of this is...As a result, for effective teaching to take place I must...

Their needs and cognitive development influence the selection of repertoire in the following ways...The effect of this is...As a result, and in order for the repertoire to be an effective learning tool, I must consider...

My understanding of learning is effective because...I have learned the following about my teaching style...This means that...I have drawn on the pedagogical practices I researched by...The classes I

taught were successful because...This shows that...My strengths are...My areas for improvement are...In order to develop my practice I could...Pedagogical approach x was useful because...As a result I will carry out further research in...

Summary

It can be seen from the above that submitted work should:

- include evidence of research appropriate to the level
- analyse at least 2 pedagogical practices
- explain how the 2 pedagogical practices relate to your own practice
- identify a group of learners that you have taught and identify their needs
- analyse those needs in relation to their cognitive development
- identify how those needs influence both your teaching style and the selection of repertoire
- include a reflection on your teaching practice and the classes you taught
- identify what you have learned about your teaching style
- evaluate your strengths and areas for improvement

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, supported by case study evidence. Broad generalisations should be avoided.

Examiner Guidance on Submissions

PD412 Self-Care for Creative Professionals

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- A review of literature related to the risks and impacts on the health and wellbeing of those working in the creative industries and a critical evaluation of how these can relate to your own situation.
- A personal self-care plan relevant to your creative career which show how you have researched a range of ways in which you can manage you own health and wellbeing.

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

- An assessment of your own health care needs. These healthcare needs will identify aspects of both physical and mental wellbeing which relate to yourself as a performer.
- Evidence of research. Evidence of research may normally take the form of academic literature or books but could contain reference to podcasts, workshop attendances or specialist websites etc. This research will inform identification of the key risks related to performance and the specific aspects of physical/mental wellbeing relevant for performers.
- Your self-care plan should show the link between the wellbeing risks previously identified to the actions or mitigations you are actioning.

A merit standard submission may typically contain the following examples:

- An assessment of your own health care needs. These healthcare needs will identify a range of options for wellbeing solutions available within the sector. You will show a sensitivity and level of self-awareness when assessing your own healthcare needs through specific examples of where risk is present within your own practice and how these relate to your personal physical and mental wellbeing needs.
- Evidence of research. At merit standard there will typically be evidence of a developing range of sources with increasing emphasis on formal academic literature (e.g. articles from academic

journals). This research will inform identification of a wide range of risks related to performance and the specific aspects of physical/mental wellbeing relevant for performers.

- Your self-care plan should make the link between theory/research and practice. What the risks are will clearly inform the actions taken to manage these risks. A thoughtful approach may include some assessment of different possibilities for self-care, making an informed decision based on the research.

A distinction standard submission may typically contain the following examples:

- An assessment of your own health care needs. A mature, sensitive and highly self-aware approach to identifying your own health care needs will see consultation of a wide range of research material relevant to your own activity as a performer. Your healthcare needs will be identified through a highly self-aware and reflective process, making connections between the wider contexts of physical/mental wellbeing and the typical risks facing a performer in your own area of practice.
- Evidence of research. At distinction standard there would typically be evidence of a rigorous depth of research. This may uncover contradicting views of the risks and impacts on the health and wellbeing of those working in the creative industries requiring critical evaluation of source material. Source material will tend towards formal academic literature, constituting a 'review of literature' in an academic context.
- Your self-care plan should make the link between theory/research and practice showing an ability to critically evaluate, and apply, research material. Although centred upon your own practice and performance context, a self-care plan at distinction standard will show an understanding of the wider industry and consideration of routes for future development or research.

Summary

Strong submissions are successful in making connections between your research, the self-evaluation of wellbeing needs (based on your own performance context) and a self-care plan which seeks to manage these risks.

Successful submissions create a thread which runs through the research, the self-evaluation and the self-care plan.

Strong submissions will evidence how you have synthesised theory (research) with practice (self-plan) through a reflective process (self-evaluation).

Examiner Guidance on Submissions

PD413 Safe Teaching

Successful candidates will have read and understood the whole unit specification and noted the requirements across the learning outcomes, assessment evidence and grading criteria as well as the context in which the unit is framed and the *Questions to Ask Yourself About Safe Practice* section.

The learning outcomes describe the skills and knowledge that the candidate is expected to demonstrate for assessment at the end of a period of study.

The assessment evidence gives clear guidance on how the learning outcomes are expected to be successfully demonstrated and the grading criteria set out how the evidence will be measured by the assessor through an indication of what is taken into account.

A pass standard submission must address **ALL** of the unit requirements and will include:

- an identification of how risk is assessed and managed with regard to health and safety, child protection and safeguarding when teaching
- an identification of risks through an awareness of relevant considerations (Health & Safety Act, Safeguarding and Child Protection, Equality Act, DBS) within a case study of your own teaching
- an assessment of the level and impact of the risks identified along with corresponding actions and mitigations
- an identification of how safe practice is managed with regard to health and safety and child protection and safeguarding when teaching
- an evident understanding of how relevant safe teaching considerations affect inclusive teaching and teaching practice
- an indication of how you reflect on your own practice
- a reflection on the effectiveness of your management of safe practice

The following section provides examples of the kind of response anticipated. They are not directive and should not be used as templates, nor are they exhaustive. They give an indication of how responses may be structured and what they should include.

A pass standard submission may typically contain the following:

In order to assess risk when teaching I do the following...

In my practice risks include...

The level and impact of these risks are....In order to mitigate these risks I do the following...

Safe practice includes a consideration of....This affects inclusive teaching and teaching practice by... I manage safe practice by...

To reflect on my own safe teaching I do the following...

My management of safe practice is effective because...

A merit standard submission may typically contain the following examples:

In order to assess risk when teaching I do the following...I apply this to my practice consistently by...

In my practice a range of risks exist and they are...

The level and impact of these risks are....In order to mitigate these risks I take the following actions...My understanding of these risks means I am able to effectively mitigate them through...

Safe practice includes a consideration of key concepts, these are as follows....This affects inclusive teaching and teaching practice in the following ways...

I manage safe practice by making sure I do the following consistently...I can also protect myself by...

To reflect on my own safe teaching I do the following...This ensures that...

My management of safe practice is effective because...I know this because...

In order to assess risk when teaching I do the following...This is important because...I apply this to my practice by ensuring that I always...

In my practice I have identified the following risks and they are...I have identified them by...

The level and impact of these risks are...I know this because...In order to mitigate these risks I take the following actions...These actions are informed by an understanding of...gained through...My understanding of these risks means I am able to effectively mitigate them through...I am able to do this because...`

Safe practice includes a consideration of key concepts, these are as follows.... These apply to my own practice and affect inclusive teaching in the following ways...This is important because...

I manage safe practice by making sure I do the following consistently...My understanding of this stems from...I also protect myself by...This is important because...

To reflect on my own safe teaching, I do the following...This ensures that...I can then...

My management of safe practice is effective because...I know this because...In order to ensure I maintain and improve my safe practice I will...

Summary

It can be seen from the above that submitted work should:

- identify how risk is assessed
- identify how risk is managed
- identify risk in your own practice along with relevant considerations (Health & Safety, Safeguarding etc.)

- assess the level and impact of the risks identified
- identify actions that may be taken to mitigate the risks
- identify how safe practice is managed
- assess how safe practice affects teaching
- identify how you reflect on your own safe practice
- reflect on the effectiveness of your management of safe practice

At Level 4 it is expected that submissions will reflect research with appropriate referencing. Candidates should provide insight based on their own experience and research, supported by case study evidence. Broad generalisations should be avoided.