



Music Practitioners Qualifications Levels 1, 2 and 3

Syllabus Document

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Qualifications at a Glance

Music Practitioners Qualifications at Levels 1, 2 and 3			
Qualification Structure			
Qualification Titles	Pathways (learner chooses one)	Minimum no. of credits required	Core units
Level 1 Award for Music Practitioners	Performance Technology Business Composition	12	1
Level 1 Certificate for Music Practitioners		20	1
Level 1 Extended Certificate for Music Practitioners		32	1
Level 1 Subsidiary Diploma for Music Practitioners		64	1
Level 2 Award for Music Practitioners	Performance Technology Business Composition	12	1
Level 2 Certificate for Music Practitioners		20	1
Level 2 Extended Certificate for Music Practitioners		32	1
Level 2 Subsidiary Diploma for Music Practitioners		64	1
Level 3 Certificate for Music Practitioners	Performance Technology Business Composition	15	1
Level 3 Extended Certificate for Music Practitioners		35	1
Level 3 Subsidiary Diploma for Music Practitioners		90	1
Level 3 Diploma for Music Practitioners		120	1
Level 3 Extended Diploma for Music Practitioners		180	1

Assessment	
Form of assessment	All assessment is internal, i.e staff in centres provide assessment opportunities for, and assess the work produced by learners.
Unit Format	Unit specifications contain the title, unit code, credit level, credit value, learning outcomes (what has to be learnt), assessment requirements (evidence on which the learner is assessed),
Bands of Assessment	There are three bands of assessment (pass, merit and distinction) as well as an 'unclassified' band for each unit. There are 3 bands of assessment for the overall qualification at Levels 1 & 2 (pass, merit, distinction) and 4 bands at Level 3 (pass, merit, distinction & distinction*) . Each unit is accompanied by a detailed grading criteria document.
External Moderation	External moderation ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of learners' work. External moderators are appointed, trained and standardised by RockschooL.

SECTION A: Qualification Summary

A.1 Aims and broad objectives

The aim is to provide a flexible, vocationally-relevant suite of popular music qualifications which will equip learners with the skills to develop realistic employment opportunities in the music industry or to progress in to Higher Education.

The broad objectives are:

- To focus delivery and assessment on practical music making, music production and development of music business skills through learner centred activity;
- To make the qualifications as flexible as possible in the spirit of the Qualifications and Credit Framework;
- To make the qualifications relevant to a wide variety of applications from FE provision through to schools, Creative Apprenticeships and e-learning, while ensuring appropriate academic options are available for certain types of HE progression;
- To embed transferable skills and functional skills into the qualifications.

A.2 Rationale

This suite of qualifications has been designed to provide vocationally relevant courses in popular music aimed at beginners through to semi-professionals, which allow for both direct progression into the industry and/or progression to a higher level of study. It focuses upon the recognition of achievement through practical musical skills, business skills and music technology skills, as well as offering flexibility of unit combination.

The qualifications range from Level 1 to Level 3, with four pathways at each level. The final qualification will be awarded upon successful completion of a specified number of credits at each level. There are four types of final award at Level 1 & 2; Award, Certificate, Extended Certificate and Subsidiary Diploma. At Level 3 there are five types of final award: Certificate, Extended Certificate, Subsidiary Diploma, Diploma and Extended Diploma.

A.3 Certification Titles

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

- RockschooL Level 1 Award for Music Practitioners
- RockschooL Level 1 Certificate for Music Practitioners
- RockschooL Level 1 Extended Certificate for Music Practitioners
- RockschooL Level 1 Subsidiary Diploma for Music Practitioners
- RockschooL Level 2 Award for Music Practitioners
- RockschooL Level 2 Certificate for Music Practitioners
- RockschooL Level 2 Extended Certificate for Music Practitioners
- RockschooL Level 2 Subsidiary Diploma for Music Practitioners
- RockschooL Level 3 Certificate for Music Practitioners
- RockschooL Level 3 Extended Certificate for Music Practitioners
- RockschooL Level 3 Subsidiary Diploma for Music Practitioners
- RockschooL Level 3 Diploma for Music Practitioners
- RockschooL Level 3 Extended Diploma for Music Practitioners

SECTION B: Qualification Structure

This Section should be read in conjunction with the Unit Selection Tables in Section B.3

B.1 Qualification Pathways

Learners choose to follow a specific pathway from the four pathways indicated below:

1. Performance
2. Technology
3. Business
4. Composition

At a particular level, they can accumulate credits within their chosen pathway to work towards an Award, Certificate, Extended Certificate, Subsidiary Diploma, and at Level 3, Diploma or Extended Diploma. The qualification awarded depends on the amount of credit accumulated.

The pathways are common to all three levels and there are elements of each to be found in all. For non-instrumentalists, the Technology and Business pathways provide a route towards working in the pop music industry.

Each pathway embodies a specific profile of study and this informs the unit choices which you are guided to make. The profile of each pathway at each level is described in more detail below

Learners will be guided by centres when choosing the pathway options available to them. There are no pre-requisites which will compel learners to choose one pathway within a level and learners are at liberty to choose a different pathway when moving from level to level. Learners will additionally receive guidance from centres on the options available to them when choosing their unit options.

The aim of the various pathways (Performance, Technology, Business, Composition) are to equip learners with various music industry relevant skills, ranging from basic knowledge at Level 1 through to nearing professional capacity at Level 3. The definition of each pathway is as follows:

PERFORMANCE

Learners will:

- perform effectively on their instrument/voice;
- rehearse and display musicianship skills;
- initiate and develop repertoire;
- rehearse effectively and perform music live;
- understand contextual issues relating to music style, audience and the music industry;
- understand relevant aspects of music technology.

TECHNOLOGY

Learners will demonstrate:

- sound recording skills;
- mixing and mastering skills;
- sequencing and production skills;
- live sound skills;
- radio programming skills;
- video production skills;
- understanding of contextual issues relating to music technology.

BUSINESS

Learners will demonstrate:

- sound business and financial skills;
- marketing skills;
- understanding of music contracts;
- media communication skills;
- freelance practice;
- artist management and artist representation skills;
- event management skills.

COMPOSITION

Learners will:

- compose and arrange music;
- initiate and develop repertoire;
- develop musicianship skills through using a harmony instrument;
- use computers and sequencing and recording software/hardware;
- understand contextual issues relating to music style, audience and the music industry.

These skills will form a skill-set whereby the successful learner at Level 3, is able to work in a near professional capacity (i.e. be a recording and performing artist, music producer composer or entrepreneur/industry professional etc.)

B.2 Types of Unit

The qualification consists of two types of unit: core (compulsory) units, and optional units. In each case, the core unit has been chosen for its relevance to the overall qualification. The optional units can then be added to the core unit to make up a programme which qualifies for the Award, Certificate, Extended Certificate, Subsidiary Diploma, and at Level 3, Diploma or the Extended Diploma.

Core units

All learners must take one core unit from their chosen pathway. All core units have a credit value of 8. For each pathway core units are tagged with the word 'core' in the Unit Selection Tables. Optional units available in each pathway are tagged 'option'.

Each pathway contains two core units at Levels 1 and 2, and four or five core units at Level 3. This does not mean that you must take every unit tagged 'core'. You have a choice of 'core' unit and will require only one core unit to make the qualification. Any extra 'core' units taken will be considered as an optional unit within the qualification.

The core units have been chosen to define the pathway which the learner has chosen.

The core units in Level 1 are as follows:

- **Performance:** MUSPRA 120 Music Rehearsal Skills & MUSPRA 121 Live Music Performance
- **Technology:** MUSPRA116 Music Sequencing and Production & MUSPRA 119 Live Sound Recording
- **Business:** MUSPRA 114 Putting On An Event & MUSPRA 115 Careers in Music
- **Composition:** MUSPRA 102 Composing Music Ideas & MUSPRA 105 Practical Harmony Application

The core units in Level 2 are as follows:

- **Performance:** MUSPRA 230 Live Music Performance & MUSPRA 233 Instrumental Study
- **Technology:** MUSPRA 222 Music Sequencing & Production & MUSPRA 223 Live Sound Recording.
- **Business :** MUSPRA 217 Earning Money in the Music Industry & MUSPRA 218 Music Marketing and Promotion
- **Composition:** MUSPRA 203 Composing Music (Solo) & MUSPRA 206 Practical Harmony Application .

The core units in Level 3 are as follows:

- **Performance:** MUSPRA 358 Music Rehearsal Skills, MUSPRA 359 Live Music Performance, MUSPRA 385 Instrumental Study, MUSPRA 365 Auditioning for Music, MUSPRA 347 Getting Work in Music.
- **Technology:** MUSPRA 366 Music Sequencing & Production, MUSPRA 369 Digital Recording & Production, MUSPRA 371 Studio Sound Mixing, MUSPRA 347 Getting Work in Music.
- **Business:** MUSPRA 340 Copyright in the Music Industry, MUSPRA 343 Music Marketing, MUSPRA 354 Setting Up A Music Business, MUSPRA 347 Getting Work In Music.
- **Composition:** MUSPRA 304 Composing Music (Styles), MUSPRA 306 Composing Music (Solo), MUSPRA 311 Practical Harmony Application (Chords & Progressions), MUSPRA 347 Getting Work in Music

Optional Units

In addition, a number of optional units will be chosen at the same level. Optional units can have a credit value of 4, 8 or 12 at Levels 1&2 and 5, 10 or 15 credits at Level 3. Optional units within each pathway are tagged 'option'. The number of optional units selected, at the same level, will vary according to the type and level of qualification being undertaken.

(It should be noted that individual centres may offer a narrower selection than those specified.)

Families of Units

Units for each qualification are listed in the left hand column of the qualification structure table, grouped into the 8 different families (nine at Level 3) with varying numbers of units within each family.

Families of units:

1. Composing
2. Contextual Studies
3. Dance in Popular Music
4. Live Music Production
5. Music Business
6. Music Facilitation (L3 only)
7. Music Performance
8. Music Technology
9. Practical Musicianship

The number of units chosen from any family of units is not restricted.

B.3 Qualification Structure Tables

Below are the tables listing all the units presented in each pathway and level. Careful attention should be paid to the difference between **core** and **optional** units and the credit value of each unit.

LEVEL 1 (all qualifications)

Family	Code	Unit Title	Credit	Pathway	Pathway	Pathway	Pathway
Composing				Performing	Technology	Business	Composition
	101	Arranging Music	8	Option	Option	Option	Option
	102	Composing Music (Ideas)	8	Option	Option	Option	Core
	103	Composing Music (Collaboration)	8	Option	Option	Option	Option
	104	Composing Lyrics	4	Option	Option	Option	Option
	105	Practical Harmony Application	8	Option	Option	Option	Core
	204*	Composing Music (Collaboration)	8	Option	Option	Option	Option
Contextual Studies							
	106	Music Artist and You	4	Option	Option	Option	Option
	107	Listening to Music	4	Option	Option	Option	Option
Dance							
	108	Choreographing Popular Music	8	Option	Option	Option	Option
	109	Dance for Musicians	8	Option	Option	Option	Option
Live Music Production							
	110	Sound Reinforcement	8	Option	Option	Option	Option
	111	Music Event Lighting	4	Option	Option	Option	Option
	112	Music Event Health & Safety	4	Option	Option	Option	Option
Music Business							
	113	Understanding the Music Industry	4	Option	Option	Option	Option
	114	Putting On An Event	8	Option	Option	Core	Option
	115	Careers in Music	8	Option	Option	Core	Option
	218	Music Marketing and Promotion	8	Option	Option	Option	Option
Music Technology							
	116	Music Sequencing and Production	8	Option	Core	Option	Option
	117	Using a Keyboard with a DAW	8	Option	Option	Option	Option
	118	Using a DAW	4	Option	Option	Option	Option
	119	Live Sound Recording	8	Option	Core	Option	Option
	222*	Music Sequencing and Production	8	Option	Option	Option	Option
	223*	Live Sound Recording	8	Option	Option	Option	Option
Music Performance							
	120	Music Rehearsal Skills	8	Core	Option	Option	Option
	121	Live Music Performance	8	Core	Option	Option	Option
	230*	Live Music Performance	8	Option	Option	Option	Option
	232	Auditioning for Music	8	Option	Option	Option	Option
Practical Musicianship							
	122	Instrumental Study	8	Option	Option	Option	Option
	123	Musicianship	8	Option	Option	Option	Option

*Unit 230 cannot be selected if Unit 121 has already been selected. The same rule applies for 223 and 119, 204 and 103, and 222 and 116.

LEVEL 2 (all qualifications)

Family	Code	Unit Title	Credit	Pathway	Pathway	Pathway	Pathway
Composing				Performing	Technology	Business	Composition
	201	Arranging Music (Styles)	8	Option	Option	Option	Option
	202	Composing Music (Style)	8	Option	Option	Option	Option
	203	Composing Music (Solo)	8	Option	Option	Option	Core
	204	Composing Music (Collaboration)	8	Option	Option	Option	Option
	205	Composing Lyrics	4	Option	Option	Option	Option
	206	Practical Harmony Application	8	Option	Option	Option	Core
Contextual Studies							
	207	Contextualising Music	4	Option	Option	Option	Option
	208	Music Style Development	4	Option	Option	Option	Option
	209	Listening to Music	4	Option	Option	Option	Option
Dance							
	210	Choreographing Popular Music	8	Option	Option	Option	Option
	211	Dance for Musicians	8	Option	Option	Option	Option
Live Music Production							
	212	Sound Reinforcement	8	Option	Option	Option	Option
	213	Lighting for a Music Performance	8	Option	Option	Option	Option
	214	Music Stage Manager (Assistant)	8	Option	Option	Option	Option
	215	Event Health and Safety	8	Option	Option	Option	Option
Music Business							
	216	How The Music Industry Works	8	Option	Option	Option	Option
	217	Earning Money in the Music Industry	8	Option	Option	Core	Option
	218	Music Marketing and Promotion	8	Option	Option	Core	Option
	219	Selling Music	4	Option	Option	Option	Option
	220	Careers in Music	8	Option	Option	Option	Option
	221	Organising a Music Event	8	Option	Option	Option	Option
Music Technology							
	222	Music Sequencing and Production	8	Option	Core	Option	Option
	223	Live Sound Recording	8	Option	Core	Option	Option
	224	Digital Recording and Production	8	Option	Option	Option	Option
	225	Podcast Production	8	Option	Option	Option	Option
	226	Remixing & Production	8	Option	Option	Option	Option
	227	Using a Digital Audio Workstation	4	Option	Option	Option	Option
	228	Using a Keyboard with a DAW	8	Option	Option	Option	Option
Music Performance							
	229	Music Rehearsal Skills	8	Option	Option	Option	Option
	230	Live Music Performance	8	Core	Option	Option	Option
	231	Recorded Music Performance	8	Option	Option	Option	Option
	232	Auditioning for Music	8	Option	Option	Option	Option
Practical Musicianship							
	233	Instrumental Study	8	Core	Option	Option	Option
	234	Musicianship	8	Option	Option	Option	Option

LEVEL 3 (all Qualifications)

Family	Code	Unit Title	Credit	Pathway	Pathway	Pathway	Pathway
Composing				Performing	Technology	Business	Composition
	302	Arranging Music (Orchestration)	15	Option	Option	Option	Option
	303	Arranging Music (Applications)	15	Option	Option	Option	Option
	304	Composing Music (Styles)	15	Option	Option	Option	Core
	305	Composing Music (Collaboration)	15	Option	Option	Option	Option
	306	Composing Music (Solo)	10	Option	Option	Option	Core
	307	Composing for Film and Documentary	15	Option	Option	Option	Option
	308	Composing for Interactive Media	15	Option	Option	Option	Option
	309	Composing for Adverts and TV	15	Option	Option	Option	Option
	310	Composing Lyrics	5	Option	Option	Option	Option
	311	Practical Harmony Application (Chords & Progressions)	15	Option	Option	Option	Core
	312	Practical Harmony Application (Chord Substitutions)	10	Option	Option	Option	Option
	313	Practical Harmony Application (Counterpoint)	10	Option	Option	Option	Option
	314	Practical Harmony Application (Pedals)	10	Option	Option	Option	Option
Contextual Studies							
	315	Understanding Musical Influences	5	Option	Option	Option	Option
	316	Understanding Musical Styles	5	Option	Option	Option	Option
	317	Contextualising Music	5	Option	Option	Option	Option
	318	Listening to Music	10	Option	Option	Option	Option
	319	Music Artist and The Media	5	Option	Option	Option	Option
	320	Music Dissertation	15	Option	Option	Option	Option
	321	Evolution of the Record Industry	5	Option	Option	Option	Option
	322	Music Instrument Development	5	Option	Option	Option	Option
	323	Development of Sound Sources	5	Option	Option	Option	Option
	324	Development of Music Sequencing	5	Option	Option	Option	Option
	325	Development of Music Recording Technology	5	Option	Option	Option	Option
	326	Understanding Recording Studio Design	5	Option	Option	Option	Option
	327	Understanding Recording Techniques	5	Option	Option	Option	Option
	328	Understanding Live Sound Design	5	Option	Option	Option	Option
	329	Using a DAW (Analysis)	5	Option	Option	Option	Option
	330	Using a DAW (Research)	5	Option	Option	Option	Option
Dance in Pop Music							
	331	Choreographing Popular Music	10	Option	Option	Option	Option
	332	Dance for Musicians	10	Option	Option	Option	Option
Live Music Production							
	333	Live Sound Engineering: FOH	15	Option	Option	Option	Option
	334	Live Sound Engineering: Monitors	10	Option	Option	Option	Option
	335	Sound Reinforcement	15	Option	Option	Option	Option
	336	Lighting for Music Events	10	Option	Option	Option	Option
	337	Music Stage Manager	10	Option	Option	Option	Option
	338	Music Event Health & Safety	10	Option	Option	Option	Option
Music Business							
	339	Revenue Flow In The Music Industry	10	Option	Option	Option	Option
	340	Copyright In The Music Industry	15	Option	Option	Core	Option
	341	Royalties And Music	10	Option	Option	Option	Option

	342	Contracts In The Music Industry	10	Option	Option	Option	Option
	343	Music Marketing	10	Option	Option	Option	Option
	344	Music Promotion	15	Option	Option	Core	Option
	345	Selling Recorded Music	10	Option	Option	Option	Option
	346	Music Publishing	10	Option	Option	Option	Option
	347	Getting Work In Music	15	Core	Core	Core	Core
	348	Understanding The Creative Process In Music	15	Option	Option	Option	Option
	349	Planning for a Career In Music	10	Option	Option	Option	Option
	350	Music Press And Journalism	10	Option	Option	Option	Option
	351	Music Management	10	Option	Option	Option	Option
	352	Working as a Freelance Music Practitioner	15	Option	Option	Option	Option
	353	Music Event Management	15	Option	Option	Option	Option
	354	Setting Up a Music Business	15	Option	Option	Core	Option
Music Facilitation							
	355	Leading Music Making Activity	10	Option	Option	Option	Option
	357	Musical Director	15	Option	Option	Option	Option
Music Performance							
	358	Music Rehearsal Skills	15	Core	Option	Option	Option
	359	Live Music Performance	15	Core	Option	Option	Option
	360	Recorded Music Performance	10	Option	Option	Option	Option
	361	Music Performance to Camera	10	Option	Option	Option	Option
	362	Lead Performer	10	Option	Option	Option	Option
	363	Session Musician	10	Option	Option	Option	Option
	364	Music Improvisation	15	Option	Option	Option	Option
	365	Auditioning For Music	15	Core	Option	Option	Option
Music Technology							
	366	Music Sequencing and Production	15	Option	Core	Option	Option
	367	Music Sequencing and Production (Media)	15	Option	Option	Option	Option
	368	Live Sound Recording	15	Option	Option	Option	Option
	369	Digital Recording and Production	15	Option	Core	Option	Option
	370	Studio Sound Recording	15	Option	Option	Option	Option
	371	Studio Sound Mixing	15	Option	Core	Option	Option
	372	Studio Audio Mastering	10	Option	Option	Option	Option
	373	Mixing for Surround Sound	15	Option	Option	Option	Option
	374	Remixing & Production	10	Option	Option	Option	Option
	375	Radio/Podcast Production	10	Option	Option	Option	Option
	376	Music Video Production	15	Option	Option	Option	Option
	377	Rewiring & Synchronisation	10	Option	Option	Option	Option
	378	Digital Synthesis	10	Option	Option	Option	Option
	379	Analogue Synthesis (Software Based)	10	Option	Option	Option	Option
	380	Creating a Sample Library	10	Option	Option	Option	Option
	381	Using Dynamic Processors	10	Option	Option	Option	Option
	382	Using Multi-Effects	15	Option	Option	Option	Option
	383	Using Equalisation & Filters	10	Option	Option	Option	Option
	384	Using a Keyboard with a DAW	15	Option	Option	Option	Option
Practical Musicianship							
	385	Improving Instrumental Performance	15	Core	Option	Option	Option
	386	Practical Musicianship	15	Option	Option	Option	Option

B.4 Rules of Selection

Awards

At levels 1&2, learners take one core unit (specific to their chosen pathway) and further optional units until a minimum of 12 credits can be completed.

For example, at Level 1, a learner on the Performing Musician pathway could take the core unit - Live Music Performance (8 credits) - and then select one optional unit from that pathway, e.g. Music Artist and You (4 credits) to complete the total number of required credits.

Certificates

At all levels learners take one core unit (specific to their chosen pathway) and further optional units until a minimum of 20 credits can be completed at Levels 1&2 or 15 credits at Level 3.

For example, at Level 2, a learner on the Technology pathway could take a core unit – Music Sequencing and Production (8 credits) – and then select two optional units from that pathway, e.g. Composing Music (Solo) (8 credits) & Digital Recording and Production (4 credits)

Extended Certificates

At all levels 1&2 learners take one core unit (specific to their chosen pathway) and further optional units until a minimum of 32 credits can be completed. At Level 3 the qualification requires 35 credits.

For example, at Level 2, a learner on the Business pathway could take a core unit – Music Marketing and Promotion (8 credits) – and then select three optional units from that pathway, e.g. Organising a Music Event (8 credits), Music Stage Manager (Assistant) (8 credits) & How the Music Industry Works (8 credits)

Subsidiary Diplomas

Learners take one core unit from their chosen pathway and further optional units until a minimum of 64 credits can be completed at Levels 1&2 or 90 credits at Level 3.

For example;

Level 2 Subsidiary Diploma (Composition Pathway) – 64 credits

206 Practical Harmony Application - 8 credits
202 Composing Music (Style) – 8 credits
230 Live Music Performance – 8 credits
229 Music Rehearsal Skills – 8 credits
233 Instrumental Study – 8 credits
206 Contextualising Music – 4 credits
208 Music Style Development – 4 credits
201 Arranging Music Style – 8 credits
225 Podcast Production – 8 credits

Diploma

Learners take one core unit from their chosen pathway and further optional units until a minimum of 120 credits can be completed.

For example;

Level 3 Diploma (Performing Pathway) – 120 credits

- 359 Live Music Performance – 15 credits
- 358 Music Rehearsal Skills – 15 credits
- 364 Music Improvisation – 15 credits
- 386 Musicianship – 15 credits
- 362 Lead Performer – 10 credits
- 347 Getting Work in Music – 15 credits
- 315 Understanding Music Influences – 5 credits
- 352 Working as a Freelance Music Practitioner – 15 credits
- 317 Contextualising Music – 5 credits
- 363 Session Musician – 10 credits

Extended Diploma (128 credits)

Learners take one core unit from their chosen pathway and then further optional units until a minimum of 180 credits can be completed.

For example;

Performing Pathway (Technology Pathway) – 180 credits

- 366 Music Sequencing and Production – 15 credits
- 367 Music Sequencing and Production (Media) – 15 credits
- 374 Remixing & Production – 10 credits
- 368 Live Sound Recording – 15 credits
- 353 Music Event Management – 15 credits
- 351 Music Management – 10 credits
- 336 Lighting for Music Events – 10 credits
- 354 Setting up a Music Business – 15 credits
- 306 Composing Music (Collaboration) – 15 credits
- 302 Arranging Music (Orchestration) – 15 credits
- 348 Understanding the Creative Process in Music – 15 credits
- 378 Digital Synthesis – 10 credits
- 321 Evolution of the Record Industry – 5 credits
- 343 Music Marketing – 10 credits
- 310 Composing Lyrics – 5 credits

B.5 Progression

These qualifications are divided into specific pathways offering the opportunity to undertake specialised learning that can be accurately matched to specific career sectors in the music industry. However the array of optional units within the qualifications also allow learners to cover a range of aspects of the music industry whichever pathway they select.

Employment opportunity in the music industry is centred on self-employment or small-team operations rather than contracted employment with large companies and organisations. This qualification contains specific units related to career options in the industry. Furthermore the qualifications equip learners wishing to progress to Further or Higher education with the necessary skills to progress.

Learners completing a Level 1 qualification can progress to Level 2 and learners completing Level 2 to Level 3. This is not obligatory and you are able to enter a learner at any level (excluding learners under the age of 16 at Level 3).

Learners completing a Level 3 qualification will have the skills to progress straight into the music industry. Alternatively, they can progress to Higher Education courses such as popular music, music technology and music business degrees. Access to Music currently offers progression into Level 4 via the Artist Development Programme, and has validated two Foundation Degree Courses, one for Popular Musicians at the University of Westminster and the other for Session Musicians at the Royal Northern College of Music in Manchester.

Qualification structures have been designed so that you can move between Award, Certificate, Extended Certificate and Subsidiary Diploma qualifications at a particular level (and Diploma and Extended Diploma at Level 3). This means, for example, that those beginning a Level 1 Award can build on these units to work towards the Level 1 Certificate and/or Level 1 Extended Certificate/Subsidiary Diploma. Similarly, learners beginning on the Level 1 Subsidiary Diploma may subsequently decide to discontinue their studies after having achieved sufficient units to be awarded the Extended Certificate, Certificate or Award.

Learners wishing to progress from one level to the next, may also wish to progress along a different pathway. These learners would be advised to select units with care at the early stages to prepare them for later study in the new pathway.

SECTION C: Assessment Information

C.1 Assessment Methodology

The underlying philosophy for assessment is that learners should receive credit for achievement, and that all should be encouraged to reach their full potential in all aspects of the course.

To this end, a wide variety of assessment methodologies are used in the delivery of these programmes. Tutors are encouraged to find the mode of assessment which best suits the learner in terms of their strengths.

Learners at Level 1 will be supported through a high degree of tutor guidance, with tasks being clearly outlined, and prescribed to a high degree. Through Level 2 to Level 3, learners will be encouraged to take increasing responsibility for their own learning process. Tasks will become increasingly learner led, with an expectation of a higher level of initiative and self motivation from the learner.

All assessment undertaken within these qualifications is internal. Internal assessment is the process by which staff in centres are responsible for providing assessment opportunities for learners and for assessing the work which learners produce to ensure they have met the standards required by the qualification.

C.2 Unit Format

Each unit includes:

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

*Each unit is accompanied by Grading Criteria outlining what is required within each unit in order to achieve a Pass, Merit or Distinction grade.

C.3 Learning Outcomes

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

C.4 Assessment Requirements

Each learner is required to produce evidence which demonstrates achievement of the learning outcomes associated with the units of the qualification towards which they are working. The evidence required from the learner is detailed in the assessment requirements, specific to each unit, as laid down in the unit specifications. Tutors must ensure that all of the assessment requirements are fulfilled upon completion of the unit. Successful completion of all of these tasks is essential in order for the minimum grade for the unit to be awarded.

In general, the types of evidence required of learners may include:

- Participation in public performance events (organiser and/or performer)
- Written and recorded (performed) musical compositions
- Assignments and/or musical project work
- Reports identifying specific skill development
- Business plans
- Rehearsal and/or recording logs
- Diagrams/Graphs

- Illustrations/Screenshots
- Recorded Discussions
- Simulation
- Tutor observation
- Video evidence of discussion/performance/composition
- Witness statement

C.5 Grading Criteria

Grading criteria are specific to each unit and a detailed document accompanies each unit outlining what is expected at each grade (unclassified, pass, merit and distinction).

The grade awarded to each learner in each unit will depend in practice upon whether the learner has met the grading criteria overall. Learners will need to fulfill all of the learning outcomes contained within the unit in order to be eligible for grading at pass level or above.

All assessment is criterion referenced, based on the achievement of the specified learning outcomes. The grading criteria relating to each unit will be used to grade work submitted. To achieve a particular grade, a learner must have satisfied the grading criteria for that grade. Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'. If the work submitted for a unit is not all of an equal standard, the assessor team must select the grade corresponding to the work submitted that represents the lower grade band.

The assessor teams should apply the detailed grading criteria laid down in each unit as required. The grading criteria are 'banded' into the following categories:

Distinction: a distinction grade will be awarded where a learner has excelled in all of the tasks contained within the unit. They will be highly skilled and able to produce very convincing and memorable work. They will be capable of producing highly original material/ideas and of presenting them in a very effective way. They will show strong understanding of concepts, including relationships between areas of knowledge, select and successfully use a range of techniques/processes/skills and manipulate them as appropriate. They communicate ideas well and reflect on and review their work effectively.

Merit: a merit grade will be awarded where a learner has produced effective work in all of the tasks contained within the unit. They will produce original work and will be able to present this in an effective way. They will apply knowledge appropriately in various contexts, use sound techniques/processes/skills and know how to adapt these to suit their purposes. They review their work effectively.

Pass: a pass grade will be awarded where a learner has produced adequate work in all of the tasks contained within a unit. They will be able to produce work of a satisfactory level, capable of producing some original material and have some grasp of acceptable methods of presentation. They will demonstrate their knowledge well and use techniques/process/skills appropriate to the learning outcome. They can make an adequate review of their own work.

Unclassified: an unclassified grade will be awarded where the learner has produced completed work which still needs development of their knowledge and skills to meet the requirements contained within the unit.

In addition, at Level 3 only:

Distinction*: a distinction* grade is an aggregated one for the whole qualification based on consistently high achievement across the full range of units within the level 3 qualification. In order to achieve the distinction* grade, learners must gain an overall percentage score of 94% or over. Learners achieving a distinction* grade will be consistently working at Distinction level as outlined in the individual unit grading criteria. Their work will display a depth of insight, analysis and initiative and a breadth of understanding in each of the units they are working on. Those gaining a distinction* will have applied their knowledge and displayed skills at an advanced level in all, or the vast majority, of their work.

The grades given by tutors for each unit will be taken in to account when the Registration and Assessment site www.rsl-atm.co.uk formulates an overall qualification grade. Points are allocated per each 4 credit portion of a qualification at Levels 1&2 and per 5 credit portion at Level 3. In cases where the number of credits achieved exceeds the number of credits required to gain the qualification, those credits carrying the least value will be disregarded.

Example:

Level 2 Extended Certificate – 32 credits

Core Unit – 230 Live Music Performance - 8 credits

Optional Unit – 229 Music Rehearsal Skills - 8 credits

Optional Unit – 233 Instrumental Study - 8 credits

Optional Unit – 203 Composing Music (Solo) – 8 credits

Unit	Credit	Grade	Score
Core Unit 230 Live Music Performance	8	Distinction	8
229 Music Rehearsal Skills	8	Merit	6
233 Instrumental Study	8	Merit	6
203 Composing Music (Solo)	8	Pass	4

*Each Distinction is worth a score of 4 per 4 credits/5 credits, a Merit is worth a score of 3 per 4 credits/5 credits and a Pass is worth is worth a score of 2 per 4 credits/5 credits.

Four 8 credit units with the grade Distinction would constitute a score of 32, the score achieved in the example above is 24.

To calculate the overall grade, divide the points achieved in the example (24) by maximum points available (32) to arrive at an overall percentage of 75%.

Levels 1&2

86%-100% Distinction

65% - 85% Merit

50%- 64% Pass

Level 3

94%-100%Distinction*

87%-93% Distinction

63%-86% Merit

50%-62% Pass

C.6 The Wider Curriculum

Rockschool's Award, Certificate, Extended Certificate, Subsidiary Diploma, Diploma and Extended Diploma qualifications for Music Practitioners provide opportunities for learners to develop their understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, as well as sustainable development, health and safety considerations, and European developments, consistent with international agreements.

Spiritual, moral, ethical, social, legislative, economic and cultural issues

By its nature, involvement in music encourages learners to reflect on their achievement, explore spiritual issues, creative abilities and personal insights. It also encourages them to recognise and understand their own and others' worth. They may also explore moral values and attitudes and express their personal views about socially accepted codes of behaviour. There are opportunities to explore notions of community and society and their impact on individuals or groups. Cultural awareness is key to musical understanding.

Performers/Composers can explore the music of cultures other than their own, group identity and how cultural issues affect musical expression.

Consideration of issues relating to working in the music industry will inevitably help learners understand their rights, responsibilities, legal and democratic institutions and processes, roles of other bodies, economic development and environmental skills.

Sustainable development, health and safety considerations and European developments consistent with international agreements

Learners can be given the opportunity to become more sustainability literate through developing understanding of the interaction between economic, social and environmental systems. For instance, some courses of action have negative environmental and social impacts, but, on the other hand, can also have positive impacts on building human and social capital.

Since these are practically based qualifications, issues relating to health and safety are encountered in many units.

Much of the content of qualifications is applicable throughout Europe due to the equivalence of standards, technological advancements and industry processes across Europe.

C.7 Formative Assessment

Tutors are to ensure that work is assessed on a regular basis. A record of any forms of formative assessment should ideally be kept on www.rsl-atm.co.uk to which all tutors and centre managers should have access. If this is not possible then records of formative assessment should be kept for External Moderators to view. External moderators will expect to see evidence of formative assessment having taken place, integrated with regular feedback to learners about their progress.

C.8 External Verification and Moderation

All internally assessed units are moderated by Rockscool:

A sample of units assessed by Rockscool approved centres are **externally verified and moderated** by a team appointed, trained and standardised by Rockscool.

External moderation ensures that all assessments are carried out to the same standard by objective sampling of learners' work. Centres will be notified of the external moderation processes on approval and thereafter at the beginning of each new academic year.

The main functions of the external moderator are to:

- Sample learner evidence to ensure that centres' assessment decisions are valid, reliable, fair and consistent with the national standards for the qualification.
- Provide feedback to RSL, centres and ATM on the outcome of moderation;
- Provide support for centres offering the Rockscool qualifications for Music Practitioners.

In those cases where action plans are required, Rockscool will advise the centres what issues need to be addressed and make recommendations of how this may happen. Subsequent checks will be made to ensure that action plans are being followed.

The rationale and functions of Rockscool's external moderation team are laid down in the *External Moderation Handbook*, copies of which can be made available to centres on request.

C.9 Archiving Learner Work

Each centre should create an archive of learner work for each of the Music Practitioners qualifications offered by that centre.

The purpose of archiving is to provide a record of learner work over time and to give external verification and moderation teams a range of exemplars which cover the range of learner abilities within each unit.

The archive should cover the following, where possible:

- 20% of all learner work including a sample of each grade category, where available.
- All externally verified and moderated work
- Examples of each type of assessment method in each unit
- Examples covering each tutor in each unit

The archive should be kept a minimum of five years or for as long as the units remain valid.

C.10 Authenticity of work

Tutors are expected to take all necessary steps to ensure that learners' work is authentic and original. It is accepted that tutors will supervise and guide learners who are undertaking work which is internally assessed. However, for all internally assessed work, tutors must;

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- be able to supply evidence of their continuing supervision and authenticate all work submitted for assessment
- ensure that the work is completed in accordance with the programme requirements and can be assessed using the specified grading criteria and procedures
- be satisfied that the work produced by the learner is their own work
- ensure that any material used which is not the learners own creation is acknowledged

C.11 Presentation of work for submission

All work must be suitably labelled with the learner's name, unit code, unit title, and centre name.

C.12 Submission of Grades

Centres will access a secure registration and assessment website (www.rsl-atm.co.uk) upon which the grades will be entered. Centres are encouraged to update this on a regular basis to avoid heavy workload at the end of the academic year. The final deadline for the completion of the database will be in June; the exact dates each academic year to be issued in a separate document sent out to centres including all relevant deadlines in October.

Rockschool will use data provided on the database for achievement purposes.

C.13 Results and Certification

Learners will be able to check their provisional results online upon completion of the assessment of their units by their centre. Results will be verified after the completion of the external moderation process and information on the verified results will be available online.

All certificates will be issued after the formal completion of all quality assurance processes.

C.14 Accessing Data and Information

Learners will be able to review their progress of their study through the learner pages. These are learner specific and can be accessed through a personal password system which will allow a learner to look at their own records of unit registration and achievement but not those of any other learner.

Centres will be able to view the information relating to all learners enrolled on each qualification at that centre through the operation of a similar password system.

SECTION D: Programme Delivery

D.1 Delivery Models

Centres are free to offer these qualifications using any mode of delivery that meets the needs of their learners. It may be offered through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever the mode of delivery, centres must ensure that learners have appropriate access to the resources required for high quality delivery of the course, and subject specialist staff.

Further information on delivery can be found in the Centre Handbook.

D.2 Resources

See the Rockscool website for a full list of required resources.

SECTION E: Centre Approval

E.1 Centre Approval Application Procedures

Centres must apply for approval prior to enrolling learners. All centres are approved by Rockscool.

Centres are required to complete a Centre Approval Form, available from the RSL website (www.rockscool.co.uk). Centres are asked to state which qualifications for music practitioners the centre wishes to offer within each level. This form should be returned to RSL along with the CVs of all teaching staff.

RSL will acknowledge receipt of the application and make an internal review.

Where the application is complete and meets the approval criteria (see below), RSL/ATM will confirm that the application has been successful within 15 working days of receipt.

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

In some cases an approval visit may be required in order to verify the details contained within the application form. In this situation, RSL will arrange a visit at a mutually convenient time.

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

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

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

E.2 Approval Criteria

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

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

The Approval Criteria is also provided on the Centre Approval Form.

SECTION F: Learner Access and Registration

F.1 Access and Registration

This suite of qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

At the point of application and /or interview, centres will ensure that all learners are fully informed about the requirements and demands of the qualification. Centres will take appropriate steps to assess each applicant's potential, and make a professional judgement about their ability to successfully complete the programme and achieve the qualification.

This evaluation will need to take account of the support available to the learner within the centre during their programme of study, and any specific support which may be necessary to allow the learner to access the assessment for the qualification. RSL and ATM advise the use of Initial Assessment Testing to verify the level of support needed by individual learners.

F.2 Recommended Prior Learning

When reviewing the combinations of qualifications and/or experience held by applicants when applying for a Level 1 or Level 2 course, the following may be taken into account:

- related Entry Level, Level 1 or Level 2 qualifications;
- related musical experience;
- portfolio of music making activity which will support Level 1 or 2 work.

Centres will need to review the combinations of qualifications and/or experience held by applicants progressing on to a Level 3 course.

This experience/qualification profile of applicants wishing to study a Level 3 qualification may include one of the following

- related Level 1, Level 2 and Level 3 qualifications;
- related musical experience;
- portfolio of music making activity which will support Level 3 work.

There is no age limit for those undertaking Level 1 and 2 Awards, Certificates and Extended Certificates.

Any learner wishing to undertake a Level 3 course or a Subsidiary Diploma at Level 1 or 2 must be 16 years old or over before registration.

These are suggestions which may help with the selection process. However, it should be remembered that in some cases, commitment and dedication may supersede a lack of experience or any obvious academic qualifications. RSL and ATM support the notion of open access to these courses, with appropriate guidance being given to the learner at all times throughout the application process.

F.3 Recognised Prior Learning (RPL)

Rockschool and Access to Music encourage centres to recognise learners' previous achievement and experience through RPL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification.

Recognised Prior Learning (RPL) is the process of recognising a learner's previous achievement or learning experiences. RPL is of particular value to learners without formal qualifications who are either in employment, preparing to enter, or returning to employment. It may apply to, for example, Rockschool Grades, BTEC qualifications, GCSEs in vocational subjects, VCEs, Key Skills and NVQs.

Approved Centres will ensure that they have appropriate RPL advisory processes and personnel in place.

SECTION G: Complaints and Appeals

All complaints and appeals are dealt with by Rockscool according to the protocols laid down in section five of the Centre Handbook.

Rockscool aims to resolve all complaints within five working days and appeals arising from the operation of these qualifications within 28 working days.

G.1 Complaints

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

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

G.2 Appeals

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

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

Appeals by Centres

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

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

Rockscool will send centres a detailed written explanation in the event of an application to offer a qualification being turned down. Rockscool will detail the additional action needed to be taken by the centre to ensure that a further application would be successful.

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

Appeal by a centre concerning removal of its approved status

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

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

Appeals by Learners

All appeals by centres on behalf of learners will be reviewed by Rockscool independently.

There are two cases in which learners may register an appeal.

Appeal by a learner against an internal assessment decision

Appeal by a learner against an assessment result revised by an external moderator

In both cases learners have one of two grounds on which to lodge an appeal:

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

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

- Identify the person with whom the learner should lodge the appeal
- State the form in which an appeal is to be made
- Incorporate an appeals panel or equivalent which is independent and objective
- Stipulate a clear time scale for dealing with the appeal.

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

G.3 Adjudication and Second Stage Appeals

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

- **Appeals relating to centres:** Rockscool will adjudicate all appeals made by centres. These appeals will be adjudicated according to the centre's ability to offer the qualifications it wishes in relation to the centre approval criteria laid down by Rockscool.
- **Appeals relating to learners:** the adjudication of all first stage appeals will be the responsibility of each centre. Rockscool require centres to provide them with a copy of all paperwork relating to appeals made by learners. Rockscool will adjudicate all second stage appeals according to the criteria established for the review of assessment procedures and/or the allocation of grades and comments.

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

SECTION H: Equal Opportunities Policy

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

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

Policy Statement

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

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

Code of Practice

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

Learner Selection Methods

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

Grievance Procedures

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

Record Keeping

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

Review of learner recruitment practice

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

SECTION I: Professional Development and Training

Rockschool and Access to Music provide centres wishing to provide these qualifications with support and guidance through the following means;

- Access to Music telephone support at 0330 123 3155
- Rockscool telephone support at 0845 460 4747 or email support at patrick@rockschool.co.uk
- syllabus document and unit specifications
- ongoing curriculum, delivery and assessment support
- downloadable resources and information on ATM website

Information on any regional and national training dates will be issued by Rockscool in the beginning of each academic year.

SECTION J: Roles and Responsibilities of RSL and ATM

This section outlines the roles and responsibilities of Rockschool and Access to Music.

All centres wishing to offer any of the qualifications for Music Practitioners at Level 1-3 may contact either organisation in the first instance.

Rockschool

Rockschool is the awarding body for the qualifications for Music Practitioners. It provides the following services for learners and centres:

- Formalises all centre approvals
- Undertakes all learner registrations
- Issues all certificates for successful learners
- Undertakes all external verification and moderation of the qualifications
- Operates and monitors all quality control procedures relating to the qualifications
- Deals with all centre and learner complaints and appeals

Access to Music

ATM is a qualification delivery partner for the qualifications for Music Practitioners. It provides the following services for learners and centres:

- Manages the delivery process of all the Rockschool qualifications for Music Practitioners in its own centres and with other centres around the UK, where a service agreement is available.
- Provide optional additional support to all centres based on a menu of services.

SECTION K: Contacts for Help & Support

Rockschool

The following contacts may be made at Rockscool:

Vocational Qualifications Manager: Patrick Healy

Rockscool can be contacted on 0845 4604747.

All correspondence should be directed to:

qualifications@rockschool.co.uk

Rockscool Ltd
Harlequin House,
7 High Street,
Teddington,
TW11 8EE

Access to Music

The following contacts can be made at Access to Music:

Head of Curriculum: Ben Searle

Head of External Relations: Ian Johnson

Access to Music can be contacted on 0330 123 3155.

All correspondence should be directed to:

info@accesstomusic.co.uk

Access to Music
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