



Music Practitioners Qualifications

Syllabus Guide 2008-2010

Awards, Certificates and Diplomas
for Music Practitioners at Levels 1, 2 and 3

Rockschool Ltd
Evergreen House
2-4 King Street
Twickenham
Middlesex TW1 3RZ

Published by Rockscool © 2008

Unauthorised reproduction of any part of this publication by any means including photocopying is an infringement of copyright

Compiled and edited by: Jeremy Ward & Simon Pitt

Text layout: Bet Ayer

Printed and bound in the United Kingdom

**Visit the Rockscool website at
www.rockscool.co.uk**

Phone: 0845 460 4747

Contents

Syllabus at a Glance	4
Section A: Qualification Summary	5
A.1 Aims and Broad Objectives	5
A.2 Rationale	5
A.3 Certification Titles	5
Section B: Qualification Structure	6
B.1 Qualification Pathways	6
B.2 Types of Unit	8
B.3 Qualification Structure Tables	11
B.4 Rules of Selection	20
B.5 Unit Levels	23
B.6 Credit Value	23
B.7 Progression	24
Unit Descriptions CD	25
Section C: Assessment Information	26
C.1 Assessment Methodology	26
C.2 Unit Format	26
C.3 Learning Outcomes	26
C.4 Assessment Requirements	26
C.5 Grading Criteria	27
C.6 Key Skills	28
C.7 The Wider Curriculum	29
C.8 Expectations of Knowledge, Skills and Understanding at Each Level	29
C.9 Formative Assessment	32
C.10 External Verification and Moderation	32
C.11 Archiving Learner Work	33
C.12 Authenticity of Work	33
C.13 Presentation of Work for Submission	34
C.14 Submission of Grades	34
C.15 Results and Certification	34
C.16 Accessing Data and Information	34
Section D: Programme Delivery	35
D.1 Delivery Models	35
D.2 Resources Guidelines	35
Section E: Centre Approval	37
E.1 Centre Approval Application Procedures	37
E.2 Approval Criteria	37
Section F: Learner Access and Registration	38
F.1 Access and Registration	38
F.2 Recommended Prior Learning	38
F.3 Accreditation of Prior Learning (APL)	38
Section G: Complaints and Appeals	40
G.1 Complaints	40
G.2 Appeals	40
G.3 Adjudication and Second Stage Appeals	41
Section H: Equal Opportunities Policy	42
Section I: Professional Development and Training	43
Section J: Roles and Responsibilities of RSL and ATM	43
Section K: Contacts for Help & Support	44

Awards, Certificates and Diplomas for Music Practitioners at Levels 1, 2 and 3					
Qualification Structure					
Qualification Titles	Pathways (learner chooses one)	Total no. of units taken	Core units	Optional units within chosen pathway	Optional units from outside of chosen pathway
Level 1 Award for Music Practitioners	Performing Musician	2	1	1	N/A
Level 1 Certificate for Music Practitioners	Creative Music Producer	4	1	3	N/A
Level 1 Diploma for Music Practitioners	Vocal Artist				
	Music Entrepreneur	8	1	5-7	0-2
	Audio Producer				
Level 2 Award for Music Practitioners	Performing Musician	2	1	1	N/A
Level 2 Certificate for Music Practitioners	Creative Music Producer	4	1	3	N/A
Level 2 Diploma for Music Practitioners	Vocal Artist				
	Urban / Dance Musician	8	1	5-7	0-2
	Music Entrepreneur				
	Audio Producer				
Level 3 Award for Music Practitioners	Performing Musician	2	1	1	N/A
Level 3 Certificate for Music Practitioners	Creative Music Producer				
	Vocal Artist	4	1	3	N/A
	Music Entrepreneur				
	Urban / Dance Musician	8	1	5-7	0-2
	Audio Producer				
Level 3 Diploma for Music Practitioners	Performing Musician	8	1	5-7	0-2
	Creative Music Producer				
	Vocal Artist				
	Music Entrepreneur				
	Audio Producer				
Level 3 Diploma for Applied Music Practitioners	Performing Musician	8	1	5-7	0-2
	Creative Music Producer				
	Vocal Artist				
	Music Entrepreneur				
	Urban / Dance Musician				
	Audio Producer				
Level 3 Combined Diploma for Music Practitioners (2 years)	Performing Musician	16	2	10-14 (5-7 per year)	0-4 (0-2 per year)
	Creative Music Producer				
	Vocal Artist				
	Music Entrepreneur				
	Urban / Dance Musician				
	Audio Producer				

Assessment	
Form of assessment	All assessment is internal assessment, 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), grading criteria (descriptors of the quality of work produced), key skills opportunities and suggestions for the types of evidence that would be suitable for the unit.
Bands of Assessment	There are three bands of assessment (pass, merit and distinction) as well as an 'unclassified' band for each unit and for the qualification as a whole.
External Moderation	External moderation ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of learners' work. Teams of external moderators are appointed, trained and standardised by Rockscool.

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 provide learners with the skills to develop realistic employment opportunities in the music industry.

The broad objectives are:

- To focus delivery and assessment on practical music making and music production through learner centred activity;
- To make the qualifications as flexible as possible in the spirit of the Framework for Achievement;
- To make the qualifications relevant to a wide variety of applications from FE provision through to schools and Youth and Creative Apprenticeships and e-learning, while ensuring appropriate academic options are available for certain types of HE progression;
- To embed transferable skills and key skills into the qualifications;
- To embrace the guidance of the Creative and Cultural Sector Skills Council and the National Music Council's *Music Workforce Development Plan (Dec 2004)*.

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, as well as offering flexibility of unit combination.

The qualifications range from Level 1 to Level 3, with a number of pathways at each level. The final qualification will be awarded upon successful completion of a specified number of units at each level. There are three types of final award at each level: Award, Certificate and 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 Diploma for Music Practitioners
- RockschooL Level 2 Award for Music Practitioners
- RockschooL Level 2 Certificate for Music Practitioners
- RockschooL Level 2 Diploma for Music Practitioners
- RockschooL Level 3 Award for Music Practitioners
- RockschooL Level 3 Certificate for Music Practitioners
- RockschooL Level 3 Diploma for Music Practitioners
- RockschooL Level 3 Diploma for Applied Music Practitioners
- RockschooL Level 3 Combined Diploma for Music Practitioners

SECTION B: Qualification Structure

This Section should be read in conjunction with the Qualification Structure Tables in Section B.3 below.

B.1 Qualification Pathways

Learners choose to follow a specific pathway from a number of available pathways indicated below:

Level 1 Award, Certificate and Diploma – there are *five* pathways from which learners may select one:

1. Performing Musician
2. Creative Music Producer
3. Vocal Artist
4. Music Entrepreneur
5. Audio Producer

Level 2 Award, Certificate and Diploma – there are *six* pathways from which learners may select one:

1. Performing Musician
2. Creative Music Producer
3. Vocal Artist
4. Music Entrepreneur
5. Urban/Dance Musician
6. Audio Producer

Level 3 Award & Certificate only – there are *six* pathways from which learners may select one:

1. Performing Musician
2. Creative Music Producer
3. Vocal Artist
4. Music Entrepreneur
5. Urban/Dance Musician
6. Audio Producer

Level 3 Diploma – there are *five* pathways from which learners may select one:

1. Performing Musician
2. Creative Music Producer
3. Vocal Artist
4. Music Entrepreneur
5. Audio Producer

Level 3 Diploma (Applied) – there are *six* pathways from which learners may select one:

1. Performing Musician
2. Creative Music Producer
3. Vocal Artist
4. Urban/Dance Musician
5. Music Entrepreneur
6. Audio Producer

Level 3 Combined Diploma – this is a two-year diploma that combines the Level 3 Diploma and the Level 3 Diploma (Applied).

At every level, learners can accumulate units within their chosen pathway to work towards an Award, Certificate or Diploma. The qualification awarded depends on the number of additional units achieved.

The main pathways which are common to all three levels are: (i) Performing Musician; (ii) Creative Music Producer; (iii) Vocal Artist; (iv) Music Entrepreneur and (v) Audio Producer. Most popular musicians fall into one of the first three categories, although there are elements of each to be found in all. For non-instrumentalists, the fourth and fifth categories provide a route towards working in the pop music industry. The additional pathway (Urban/Dance Musician) to be found at Level 2 and Level 3 is aimed at those learners who wish to specialise in one particular area.

The purpose of the pathways at Levels 1 and 2 is to provide learners with a firm foundation of the basics of popular music. These basics include instrumental and performance skills, song-writing and the creation of recorded sound and it is these skills which form the basis of the pathways. The Vocal Artist option is offered as a separate pathway in recognition of the fact that singers represent a particular type of popular musician with very specific attributes and requirements.

Pathways at Level 3 are more directly related to the world of work and a wider selection of pathways gives learners the opportunity to consider more options than is the case in lower levels. This is particularly true of the Music Entrepreneur pathway which deals with the practical processes of marketing and selling music and which is open to both musicians and non musicians.

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.

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

The aim of the various pathways (Performing Musician, Creative Music Producer, Vocal Artist, Music Entrepreneur, Urban/Dance Musician and Audio Producer) is to provide learners with the range of skills needed to operate successfully as a musician within the chosen pathway at the specified level. The definitions of a musician within these pathways are listed as follows:

PERFORMING MUSICIAN (Levels 1, 2, 3 & 3 Applied)

- perform effectively on their instrument;
- 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.

CREATIVE MUSIC PRODUCER (Levels 1, 2, 3 & 3 Applied)

- 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.

VOCAL ARTIST (Levels 1, 2, 3 & 3 Applied)

- develop their vocal skills;
- initiate and develop repertoire;
- develop their street dance skills;
- rehearse effectively and perform live;
- understand contextual issues relating to music style, audience and the music industry;
- understand relevant aspects of music technology.

MUSIC ENTREPRENEUR (Levels 1, 2, 3 & 3 Applied)

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

URBAN/DANCE MUSICIAN (Levels 2, 3 Award & Certificate & 3 Applied)

- develop their DJ/virtual DJ skills;
- develop their beat-box/MC skills;
- develop their VJ skills;
- initiate and develop repertoire;
- rehearse effectively and perform live;
- organise events;
- understand contextual issues relating to music style, audience and the music industry;
- understand relevant aspects of music technology.

AUDIO PRODUCER (Levels 1, 2, 3 & 3 Applied)

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

These skills will form a skills-set whereby the successful learner is able to work in a semi-professional capacity (i.e. be a recording and performing artist, music producer, vocal artist, DJ/VJ/beat-boxer/MC, audio producer, music entrepreneur, etc.) The options selected for these pathways have been carefully chosen to reflect this.

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, the certificate or the diploma. Units beginning with 1 (ie MUSPRA104: Street Dance for Musicians) refer to Level 1; units beginning with 2 refer to Level 2; units beginning with 3 refer to Level 3.

Core units

All learners must take one core unit from their chosen pathway. For each pathway core units are tagged with the word 'core' in the Qualification Structure Tables in Section B.3 below. Optional units available in each pathway are tagged 'optional'. Optional units are available outside the pathway in the Diploma qualifications at each level and these are untagged.

All pathways contain more than one core unit. This does not mean that learners must take every unit tagged core. Learners have a choice of core units 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 ONLY exception to this is in Level 3 Diploma for Applied Music Practitioners (Year 2 Combined Diploma), Creative Music Producer pathway. The learner CANNOT take both core units MUSPRA 304 and MUSPRA 305, even if one is chosen as an additional optional unit.

[It should be noted that, on the National Qualifications Framework database, the units tagged 'core' in qualifications where there is a choice of core units have been listed as 'optional' units. This is due to the fact that the learner is not required to take all units tagged 'core', so they cannot be listed as being mandatory on this database. If you require further guidance about the selection of core units in these particular qualifications, please contact Rockscool or Access to Music. (Contact details can be found at the back of this syllabus document.)]

The core units have been chosen to best reflect the content of the pathway which the learner has chosen. The core units in **Level 1** are as follows:

- **Performing Musician:** *either* MUSPRA 111 Live Music Performance *or* MUSPRA 119 Musicianship. Here the emphasis is on rehearsal and performance skills.
- **Creative Music Producer:** *either* MUSPRA 102 Composing Music (Ideas) *or* MUSPRA 108 Music Sequencing & Production. Here the emphasis is on the basics of recording sound and evolving compositional ideas.
- **Vocal Artist:** *either* MUSPRA 111 Live Music Performance *or* MUSPRA 117 Vocal Skills. Here the emphasis is on understanding the voice and using it effectively in performance.
- **Music Entrepreneur:** *either* MUSPRA 105 Understanding the Music Industry *or* MUSPRA 123 Setting up a Music Business. Here the emphasis is on the basics of understanding the music business.
- **Audio Producer:** *either* MUSPRA 108 Music Sequencing & Production *or* MUSPRA 109 Live Sound Recording. Here the emphasis is on the understanding of basic digital processes.

The core units in **Level 2** are as follows:

- **Performing Musician:** *either* MUSPRA 219 Music Rehearsal Skills *or* MUSPRA 220 Live Music Performance. Here the emphasis shifts to live rehearsal and performance skills.
- **Creative Music Producer:** *either* MUSPRA 202 Composing Music (Style) *or* MUSPRA 214 Music Sequencing & Production. Here the emphasis shifts to the production of recorded sound with reference to stylistic awareness.
- **Vocal Artist:** *either* MUSPRA 220 Live Music Performance *or* MUSPRA 230 Vocal Skills. Here the emphasis remains on developing and expanding the voice and applying it to varied performance styles.
- **Urban/Dance Musician:** *either* MUSPRA 212 Music Event Organisation *or* MUSPRA 220 Live Music Performance. Here the emphasis is on the performance promotion of dance or urban music events at which musicians perform.
- **Music Entrepreneur:** *either* MUSPRA 209 Music Promotion *or* MUSPRA 235 Setting up a Music Business. Here the emphasis shifts from the basics of understanding to the practicalities of music business.
- **Audio Producer:** *either* MUSPRA 214 Music Sequencing & Production *or* MUSPRA 215 Live Sound Recording. Here the emphasis shifts to a wider understanding and application of digital processes.

The general descriptors for the core units in **Level 3** are as follows:

- **Performing Musician:** The emphasis is on extended live performance skills and audience communication with increasing musical and technical control.
- **Creative Music Producer:** The emphasis is on the production of recorded sound demonstrating awareness of cohesion and distinctive styles.
- **Vocal Artist:** The emphasis is on using the voice to its best effect through vocal versatility and highly skilled performances.
- **Music Entrepreneur:** The emphasis is on the thorough understanding and entrepreneurial possibilities within the music business.
- **Urban/Dance Musician:** The emphasis is on developing organisational skills and the performance promotion of dance or urban music events at which musicians perform. It is the equivalent of the Live Music Performance units in the Performing Musician pathway.
- **Audio Producer:** The emphasis is on skilled music programming with close attention to current musical trends and technology.

The core units in **Level 3 Award & Certificate** are as follows:

- **Performing Musician:** *one* of *either* MUSPRA 341 Working as a Freelance Music Practitioner *or* MUSPRA 356 Music Rehearsal Skills *or* MUSPRA 357 Live Music Performance *or* MUSPRA 359 Music Stagecraft.
- **Creative Music Producer:** *one* of *either* MUSPRA 301 Arranging Music (Projects) *or* MUSPRA 304 Composing Music (Repertoire Ensemble) *or* MUSPRA 305 Composing Music (Repertoire Solo) *or* MUSPRA 348 Studio Sound Mixing.
- **Vocal Artist:** *one* of *either* MUSPRA 357 Live Music Performance *or* MUSPRA 359 Music Stagecraft *or* MUSPRA 377 Vocal Skills (Part 1) *or* MUSPRA 378 Vocal Skills (Part 2).
- **Urban/Dance Musician:** *one* of *either* MUSPRA 341 Working As A Freelance Musician *or* MUSPRA 357 Live Music Performance.
- **Music Entrepreneur:** *one* of *either* MUSPRA 327 Careers in Music *or* MUSPRA 330 Music Promotion *or* MUSPRA 334 Setting up a Music Business *or* MUSPRA 341 Working as a Freelance Music Practitioner.
- **Audio Producer:** *one* of *either* MUSPRA 343 Music Sequencing & Production *or* MUSPRA 346 Digital Recording & Production *or* MUSPRA 347 Studio Sound Recording & Production *or* MUSPRA 348 Studio Sound Mixing.

The core units in **Level 3 Diploma** are as follows:

- **Performing Musician:** *either* MUSPRA 356 Music Rehearsal Skills *or* MUSPRA 357 Live Music Performance.
- **Creative Music Producer:** *either* MUSPRA 301 Arranging Music (Projects) *or* MUSPRA 343 Music Sequencing & Production.
- **Vocal Artist:** *either* MUSPRA 357 Live Music Performance *or* MUSPRA 377 Vocal Skills (Part 1).
- **Music Entrepreneur:** *either* MUSPRA 327 Careers in Music *or* MUSPRA 330 Music Promotion.
- **Audio Producer:** *either* MUSPRA 343 Music Sequencing & Production *or* MUSPRA 346 Digital Recording & Production.

The core units in **Level 3 Diploma (Applied)** are as follows:

- **Performing Musician:** *either* MUSPRA 341 Working As A Freelance Music Practitioner *or* MUSPRA 359 Music Stagecraft.
- **Creative Music Producer:** *either* MUSPRA 304 Composing Music (Repertoire Ensemble) *or* MUSPRA 305 Composing Music (Repertoire Solo) *or* MUSPRA 348 Studio Sound Mixing. (Note: Learner CANNOT take both MUSPRA 304 and MUSPRA 305).
- **Vocal Artist:** *either* MUSPRA 359 Music Stagecraft *or* MUSPRA 378 Vocal Skills (Part 2).
- **Urban/Dance Musician:** *either* MUSPRA 341 Working As A Freelance Music Practitioner *or* MUSPRA 357 Live Music Performance.
- **Music Entrepreneur:** *either* MUSPRA 334 Setting up a Music Business *or* MUSPRA 341 Working as a Freelance Music Practitioner.
- **Audio Producer:** *either* MUSPRA 347 Studio Sound Recording and Production *or* MUSPRA 348 Studio Sound Mixing.

The core units for the Combined Diploma are taken from Level 3 Diploma in year one and Level 3 Diploma (Applied) in year two.

Optional Units

In addition, a number of optional units will be chosen from within the selected pathway. The only exception where optional units may be chosen from outside the selected pathway is for Diploma.

Units from a Lower Level

For Certificate and Diploma at Level 2 and Level 3 Diploma (not Applied), one instrumental or musicianship unit (tagged optional) is allowed to be taken from the lower level.

The Qualification Structure Tables in section B.3 below outline the units available for each qualification at each level. (It should be noted that individual centres may offer a narrower selection than those specified. Learners should contact their centre for lists of units offered.)

Units for each qualification are listed in the left hand column of each table, grouped into the eight different families with varying numbers of units within each family.

Families of units:

1. Composition
2. Contextual Studies
3. Street Dance
4. Music Business
5. Music Technology
6. Performance
7. Instrumental Skills
8. Musicianship

Learners may opt to take more than one unit from the same family of units should that option be available.

B.3 Qualification Structure Tables

The following tables list all the units presented in each pathway and level. Careful attention should be paid to the difference between **core** and **optional** units.

NOTE FOR ALL LEVELS

Award Learners must take one core unit and one optional unit from within their chosen pathway.

**ALL units must be taken from the same level*

Certificate Learners must take one core unit and three optional units from within their chosen pathway.

**Only ONE unit is allowed to be taken from the lower level. This unit must be tagged optional from within the pathway.*

Diploma Learners must take one core unit and either:
- seven optional units from within their chosen pathway, or;
- six optional units from within their chosen pathway and one unit from outside their chosen pathway, or;
- five optional units from within their chosen pathway and two units from outside their chosen pathway.

**Only ONE unit is allowed to be taken from the lower level. This unit must be tagged optional from within the pathway*

***NQF Level is noted by the first number in the Unit Code. For example, MUSPRA 101 - Arranging Music is at NQF Level 1 and MUSPRA 201 - Arranging Music is at NQF Level 2.**

RSL L1 QUALIFICATIONS FOR MUSIC PRACTITIONERS

QUALIFICATION/COURSE:		PERFORMING MUSICIAN	CREATIVE MUSIC PRODUCER	VOCAL ARTIST	MUSIC ENTREPRENEUR	AUDIO PRODUCER
UNITS						
COMPOSITION						
MUSPRA 101	Arranging Music (Parts)	Option	Option	Option		Option
MUSPRA 102	Composing Music (Ideas)	Option	Core	Option		
CONTEXTUAL STUDIES						
MUSPRA 103	Career of a Music Artist/Producer	Option	Option	Option	Option	
STREET DANCE						
MUSPRA 104	Street Dance for Musicians			Option		
MUSIC BUSINESS						
MUSPRA 105	Understanding The Music Industry	Option	Option	Option	Core	Option
MUSPRA 107	Music Promotion (Communication)	Option		Option	Option	
MUSPRA 120	Music Event Organisation	Option		Option	Option	
MUSPRA 121	Music Journalism	Option		Option	Option	
MUSPRA 122	Music Promotion	Option	Option	Option	Option	Option
MUSPRA 123	Setting Up a Music Business	Option	Option	Option	Core	Option
MUSIC TECHNOLOGY						
MUSPRA 108	Music Sequencing & Production		Core		Option	Core
MUSPRA 109	Live Sound Recording	Option	Option	Option	Option	Core
MUSPRA 110	Sound Reinforcement	Option		Option	Option	Option
MUSPRA 124	Basic Event Lighting	Option		Option	Option	Option
PERFORMANCE						
MUSPRA 111	Live Music Performance	Core		Core		
INSTRUMENTAL SKILLS						
MUSPRA 112	Bass Guitar Skills	Option				
MUSPRA 113	DJ Skills	Option				
MUSPRA 114	Drum Kit Skills	Option				
MUSPRA 115	Guitar Skills	Option	Option	Option		
MUSPRA 116	Keyboard Skills	Option	Option	Option		
MUSPRA 117	Vocal Skills	Option		Core		
MUSPRA 125	Instrumental Skills	Option	Option	Option		
MUSPRA 126	Using a Keyboard with a DAW	Option	Option	Option		Option
MUSPRA 127	MC Skills	Option		Option		
MUSICIANSHIP						
MUSPRA 118	Using a Harmony Instrument	Option	Option	Option		Option
MUSPRA 119	Musicianship	Core				

RSL L2 QUALIFICATIONS FOR MUSIC PRACTITIONERS

QUALIFICATION/COURSE:		PERFORMING MUSICIAN	CREATIVE MUSIC PRODUCER	VOCAL ARTIST	URBAN/ DANCE MUSICIAN	MUSIC ENTRE-PRENEUR	AUDIO PRODUCER
UNITS							
COMPOSITION							
MUSPRA 201	Arranging Music (Styles)		Option				Option
MUSPRA 202	Composing Music (Style)	Option	Core	Option			
MUSPRA 203	Composing Music (Repertoire Ensemble)	Option	Option				
MUSPRA 204	Composing Music (Repertoire Solo)	Option	Option				
MUSPRA 238	Remixing & Production		Option		Option		Option
CONTEXTUAL STUDIES							
MUSPRA 205	Contextualising Music	Option	Option	Option	Option	Option	
MUSPRA 206	Music Style Development	Option	Option	Option	Option	Option	Option
STREET DANCE							
MUSPRA 207	Street Choreography			Option			
MUSPRA 208	Street Dance for Musicians			Option			
MUSIC BUSINESS							
MUSPRA 209	Music Promotion	Option	Option	Option	Option	Core	Option
MUSPRA 210	Making Money From Music	Option	Option	Option	Option	Option	
MUSPRA 211	Music Promotion (Communication)	Option	Option	Option	Option	Option	
MUSPRA 212	Music Event Organisation	Option	Option	Option	Core	Option	
MUSPRA 213	Music Journalism	Option	Option	Option	Option	Option	
MUSPRA 233	Music Promotion (Internet)	Option	Option	Option	Option	Option	Option
MUSPRA 234	Music Stage Management	Option		Option	Option	Option	
MUSPRA 235	Setting Up a Music Business	Option	Option	Option	Option	Core	Option
MUSPRA 240	Auditioning for Music	Option		Option	Option	Option	
MUSIC TECHNOLOGY							
MUSPRA 214	Music Sequencing & Production	Option	Core			Option	Core
MUSPRA 215	Live Sound Recording	Option	Option	Option		Option	Core
MUSPRA 216	Digital Recording & Production	Option	Option			Option	Option
MUSPRA 217	Sound Reinforcement	Option		Option	Option	Option	Option
MUSPRA 218	VJ Programming		Option		Option	Option	Option
MUSPRA 236	Lighting For A Music Performance	Option		Option	Option	Option	Option
MUSPRA 237	Podcast Production	Option	Option	Option	Option	Option	Option
MUSPRA 241	Using a Digital Audio Workstation	Option	Option			Option	Option
PERFORMANCE							
MUSPRA 219	Music Rehearsal Skills	Core	Option	Option	Option		
MUSPRA 220	Live Music Performance	Core		Core	Core		
MUSPRA 221	VJ Skills		Option		Option		Option
INSTRUMENTAL SKILLS							
MUSPRA 112	Bass Guitar Skills	Option					
MUSPRA 113	DJ Skills				Option		Option
MUSPRA 114	Drum Kit Skills	Option					
MUSPRA 115	Guitar Skills	Option	Option	Option			
MUSPRA 116	Keyboard Skills	Option	Option	Option			
MUSPRA 117	Vocal Skills	Option					
MUSPRA 126	Using a Keyboard with a DAW	Option	Option	Option			Option
MUSPRA 222	Bass Guitar Skills	Option					
MUSPRA 223	Beatbox Skills	Option		Option	Option		
MUSPRA 224	DJ Skills				Option		
MUSPRA 225	Drum Kit Skills	Option					
MUSPRA 226	Guitar Skills	Option	Option	Option			
MUSPRA 227	Keyboard Skills	Option	Option	Option			
MUSPRA 228	MC Skills			Option	Option		
MUSPRA 229	Virtual DJ Skills				Option		Option
MUSPRA 230	Vocal Skills	Option		Core			
MUSPRA 239	Instrumental Skills	Option	Option	Option			
MUSPRA 242	Using a Keyboard with a DAW	Option	Option	Option			Option
MUSICIANSHIP							
MUSPRA 118	Using a Harmony Instrument		Option	Option			Option
MUSPRA 119	Musicianship						
MUSPRA 231	Using a Harmony Instrument		Option	Option			
MUSPRA 232	Musicianship	Option					

RSL L3 AWARDS/CERTIFICATES FOR MUSIC PRACTITIONERS

QUALIFICATION/COURSE:		PERFORMING MUSICIAN	CREATIVE MUSIC PRODUCER	VOCAL ARTIST	URBAN/ DANCE MUSICIAN	MUSIC ENTRE- PRENEUR	AUDIO PRODUCER
UNITS							
COMPOSITION							
MUSPRA 301	Arranging Music (Projects)	Option	Core				Option
MUSPRA 302	Arranging Music (Styles)	Option	Option				
MUSPRA 303	Composing Music (Styles)	Option	Option				
MUSPRA 304	Composing Music (Repertoire Ensemble)	Option	Core	Option	Option		
MUSPRA 305	Composing Music (Repertoire Solo)	Option	Core	Option	Option		
MUSPRA 306	Arranging Music (Recording)	Option	Option	Option			
MUSPRA 307	Composing Music (Media)	Option	Option				Option
MUSPRA 308	Composing Lyrics	Option	Option	Option	Option		
MUSPRA 383	Remixing & Production		Option		Option		Option
CONTEXTUAL STUDIES							
MUSPRA 309	Understanding Musical Influences	Option	Option	Option	Option		Option
MUSPRA 310	Understanding Musical Styles	Option	Option	Option	Option		Option
MUSRRA 311	Contextualising Music	Option		Option	Option	Option	Option
MUSPRA 312	Music Artist/Producer & the Media	Option		Option	Option	Option	
MUSPRA 313	Music Research & Presentation Skills	Option	Option	Option		Option	Option
MUSPRA 314	Evolution of the Record Industry	Option	Option		Option	Option	
MUSPRA 315	Music Instrument Development	Option			Option	Option	
MUSPRA 316	Role of Dance in Music			Option			
MUSPRA 317	Role of the Voice in Music	Option		Option	Option		
MUSPRA 318	Development of Sound Sources		Option				Option
MUSPRA 319	Development of Music Sequencing		Option				Option
MUSPRA 320	Development of Analogue Recording						Option
MUSPRA 321	Development of Digital Recording						Option
MUSPRA 322	Understanding Recording Techniques	Option	Option			Option	Option
MUSPRA 323	Recording Studio Design		Option			Option	Option
MUSPRA 324	Understanding Live Sound Design	Option				Option	Option
STREET DANCE							
MUSPRA 325	Street Dance for Musicians			Option	Option		
MUSPRA 326	Street Choreography			Option			
MUSIC BUSINESS							
MUSPRA 327	Careers in Music	Option	Option	Option	Option	Core	Option
MUSPRA 328	Music Promotion (Communication)	Option		Option	Option	Option	
MUSPRA 329	Music Marketing (Research)	Option	Option	Option	Option	Option	Option
MUSPRA 330	Music Promotion	Option	Option	Option	Option	Core	Option
MUSPRA 331	Music Contracts (Management/Recording)	Option	Option	Option	Option	Option	
MUSPRA 332	Music Contracts (Publishing/Production)	Option	Option	Option	Option	Option	Option
MUSPRA 333	Music Contracts (Various)	Option			Option	Option	
MUSRRA 334	Setting Up A Music Business	Option	Option	Option	Option	Core	Option
MUSPRA 335	Music Promotion (Video)	Option	Option	Option	Option	Option	Option
MUSPRA 336	Music Promotion (Internet)		Option		Option	Option	Option
MUSPRA 337	Music Product (Pressing & Distribution)	Option	Option		Option	Option	Option
MUSPRA 338	Music Event Organisation	Option	Option	Option	Option	Option	Option
MUSPRA 339	Music Journalism		Option		Option	Option	Option
MUSPRA 340	Music Artist Management	Option			Option	Option	
MUSPRA 341	Working As A Freelance Music Practitioner	Core	Option	Option	Core	Core	Option
MUSPRA 342	Setting Up A Music Tour	Option			Option	Option	
MUSPRA 380	Music Stage Management	Option		Option	Option	Option	
MUSPRA 385	Auditioning For Music	Option		Option	Option	Option	
MUSPRA 386	Music Artist Image	Option			Option	Option	

QUALIFICATION/COURSE:		PERFORMING MUSICIAN	CREATIVE MUSIC PRODUCER	VOCAL ARTIST	URBAN/ DANCE MUSICIAN	MUSIC ENTREPRENEUR	AUDIO PRODUCER
UNITS							
MUSIC TECHNOLOGY							
MUSPRA 343	Music Sequencing & Production	Option	Core				Core
MUSPRA 344	Music Sequencing & Production (Media)		Option				Option
MUSPRA 345	Live Sound Recording	Option	Option	Option	Option		Option
MUSPRA 346	Digital Recording & Production	Option	Option				Core
MUSPRA 347	Studio Sound Recording & Production		Option			Option	Core
MUSPRA 348	Studio Sound Mixing		Core			Option	Core
MUSPRA 349	Sound Reinforcement	Option					Option
MUSPRA 351	Radio/Podcast Production	Option	Option	Option	Option	Option	
MUSPRA 353	Lighting for Music Events			Option	Option	Option	Option
MUSPRA 354	Music Video Production		Option	Option	Option	Option	Option
MUSPRA 355	VJ Programming				Option	Option	
MUSPRA 381	Live Sound Engineering (Monitors)					Option	Option
MUSPRA 382	Live Sound Engineering (FOH)					Option	Option
MUSPRA 387	Using a Digital Audio Workstation		Option				Option
MUSPRA 388	Rewiring & Synchronisation		Option				Option
MUSPRA 389	Digital Synthesis		Option				Option
MUSPRA 390	Virtual Analogue Synthesis		Option				Option
MUSPRA 391	Creating a Sample Library					Option	Option
MUSPRA 392	Audio Mastering		Option			Option	Option
MUSPRA 393	Mixing for Surround Sound		Option			Option	Option
MUSPRA 394	Using Dynamic Processors		Option			Option	Option
MUSPRA 395	Using Multi-Effects		Option			Option	Option
MUSPRA 396	Using Equalisation & Filters		Option			Option	Option
PERFORMANCE							
MUSPRA 356	Music Rehearsal Skills	Core		Option	Option		
MUSPRA 357	Live Music Performance	Core	Option	Core	Core		
MUSPRA 358	Recorded Music Performance	Option	Option	Option	Option		
MUSPRA 359	Music Stagecraft	Core		Core	Option		
MUSPRA 360	Studio Music Sessioning	Option		Option			
MUSPRA 361	Live Music Sessioning	Option		Option			Option
MUSPRA 362	Music Directing	Option		Option			Option
MUSPRA 363	Music Improvisation	Option		Option	Option		
MUSPRA 364	VJ Skills				Option		
MUSPRA 365	Delivering Music Masterclasses	Option	Option	Option	Option	Option	Option
MUSPRA 366	Delivering Music Workshops	Option	Option	Option	Option	Option	Option
MUSPRA 367	Developing Music Teaching Skills	Option	Option	Option	Option	Option	Option
INSTRUMENTAL SKILLS							
MUSPRA 368	Bass Guitar Skills	Option	Option	Option	Option		Option
MUSPRA 369	Beatbox Skills	Option	Option	Option	Option		Option
MUSPRA 370	DJ Skills	Option	Option	Option	Option		Option
MUSPRA 371	Drum Kit Skills	Option	Option	Option	Option		Option
MUSPRA 372	Guitar Skills	Option	Option	Option	Option		Option
MUSPRA 373	Keyboard Skills	Option	Option	Option	Option		Option
MUSPRA 374	MC Skills	Option	Option	Option	Option		Option
MUSPRA 375	Percussion Skills	Option	Option	Option	Option		Option
MUSPRA 376	Virtual DJ Skills		Option		Option		Option
MUSPRA 377	Vocal Skills (Part 1)	Option	Option	Core	Option		Option
MUSPRA 378	Vocal Skills (Part 2)	Option	Option	Core	Option		Option
MUSPRA 384	Instrumental Skills	Option	Option	Option	Option		Option
MUSICIANSHIP							
MUSPRA 379	Musicianship	Option	Option	Option	Option		Option

RSL L3 DIPLOMA FOR MUSIC PRACTITIONERS (Year 1 Combined Diploma)

QUALIFICATION/COURSE:		PERFORMING MUSICIAN	CREATIVE MUSIC PRODUCER	VOCAL ARTIST	MUSIC ENTREPRENEUR	AUDIO PRODUCER
UNITS						
COMPOSITION						
MUSPRA 301	Arranging Music (Projects)		Core			
MUSPRA 302	Arranging Music (Styles)	Option				
MUSPRA 303	Composing Music (Styles)	Option	Option			
MUSPRA 304	Composing Music (Repertoire Ensemble)	Option				
MUSPRA 305	Composing Music (Repertoire Solo)	Option				
MUSPRA 306	Arranging Music (Recording)					
MUSPRA 307	Composing Music (Media)					
MUSPRA 308	Composing Lyrics	Option	Option			
MUSPRA 383	Remixing & Production		Option			
CONTEXTUAL STUDIES						
MUSPRA 309	Understanding Musical Influences	Option	Option	Option		
MUSPRA 310	Understanding Musical Styles	Option		Option		Option
MUSRRA 311	Contextualising Music	Option		Option	Option	Option
MUSPRA 312	Music Artist/Producer & the Media	Option		Option	Option	
MUSPRA 313	Music Research & Presentation Skills					
MUSPRA 314	Evolution of the Record Industry	Option	Option		Option	Option
MUSPRA 315	Music Instrument Development				Option	Option
MUSPRA 316	Role of Dance in Music					
MUSPRA 317	Role of the Voice in Music					
MUSPRA 318	Development of Sound Sources					
MUSPRA 319	Development of Music Sequencing					
MUSPRA 320	Development of Analogue Recording					
MUSPRA 321	Development of Digital Recording					
MUSPRA 322	Understanding Recording Techniques				Option	Option
MUSPRA 323	Recording Studio Design					
MUSPRA 324	Understanding Live Sound Design				Option	Option
STREET DANCE						
MUSPRA 325	Street Dance for Musicians			Option		
MUSPRA 326	Street Choreography					
MUSIC BUSINESS						
MUSPRA 327	Careers in Music	Option	Option	Option	Core	Option
MUSPRA 328	Music Promotion (Communication)	Option		Option	Option	
MUSPRA 329	Music Marketing (Research)	Option	Option	Option	Option	Option
MUSPRA 330	Music Promotion				Core	
MUSPRA 331	Music Contracts (Management/Recording)	Option	Option		Option	
MUSPRA 332	Music Contracts (Publishing/Production)	Option	Option		Option	Option
MUSPRA 333	Music Contracts (Various)			Option	Option	
MUSRRA 334	Setting Up A Music Business					
MUSPRA 335	Music Promotion (Video)					
MUSPRA 336	Music Promotion (Internet)	Option	Option	Option	Option	Option
MUSPRA 337	Music Product (Pressing & Distribution)		Option		Option	Option
MUSPRA 338	Music Event Organisation					
MUSPRA 339	Music Journalism	Option	Option		Option	Option
MUSPRA 340	Music Artist Management					
MUSPRA 341	Working As A Freelance Music Practitioner					
MUSPRA 342	Setting Up A Music Tour					
MUSPRA 380	Music Stage Management					
MUSPRA 385	Auditioning For Music					
MUSPRA 386	Music Artist Image			Option		
MUSIC TECHNOLOGY						
MUSPRA 343	Music Sequencing & Production	Option	Core		Option	Core
MUSPRA 344	Music Sequencing & Production (Media)					
MUSPRA 345	Live Sound Recording	Option	Option		Option	Option
MUSPRA 346	Digital Recording & Production	Option	Option		Option	Core
MUSPRA 347	Studio Sound Recording & Production					

QUALIFICATION/COURSE:		PERFORMING MUSICIAN	CREATIVE MUSIC PRODUCER	VOCAL ARTIST	MUSIC ENTREPRENEUR	AUDIO PRODUCER
UNITS						
MUSIC TECHNOLOGY continued						
MUSPRA 348	Studio Sound Mixing					
MUSPRA 349	Sound Reinforcement	Option		Option	Option	Option
MUSPRA 351	Radio/Podcast Production				Option	
MUSPRA 353	Lighting for Music Events				Option	Option
MUSPRA 354	Music Video Production					
MUSPRA 355	VJ Programming					
MUSPRA 381	Live Sound Engineering (Monitors)					
MUSPRA 382	Live Sound Engineering (FOH)					
MUSPRA 387	Using A Digital Audio Workstation		Option		Option	Option
MUSPRA 388	Rewiring & Synchronisation for DAWs		Option			Option
MUSPRA 389	Digital Synthesis					
MUSPRA 390	Virtual Analogue Synthesis					
MUSPRA 391	Creating a Sample Library		Option			Option
MUSPRA 392	Audio Mastering					
MUSPRA 393	Mixing for Surround Sound					
MUSPRA 394	Using Dynamic Processors		Option			Option
MUSPRA 395	Using Multi-Effects		Option			Option
MUSPRA 396	Using Equalisation & Filters		Option			Option
PERFORMANCE						
MUSPRA 356	Music Rehearsal Skills	Core		Option		
MUSPRA 357	Live Music Performance	Core	Option	Core		
MUSPRA 358	Recorded Music Performance	Option	Option	Option		
MUSPRA 359	Music Stagecraft					
MUSPRA 360	Studio Music Sessioning					
MUSPRA 361	Live Music Sessioning					
MUSPRA 362	Music Directing					Option
MUSPRA 363	Music Improvisation					
MUSPRA 364	VJ Skills					
MUSPRA 365	Delivering Music Masterclasses					
MUSPRA 366	Delivering Music Workshops					
MUSPRA 367	Developing Music Teaching Skills					
INSTRUMENTAL SKILLS						
MUSPRA 222	Bass Guitar Skills	Option	Option	Option		Option
MUSPRA 223	Beatbox Skills	Option	Option	Option		Option
MUSPRA 224	DJ Skills	Option	Option	Option		Option
MUSPRA 225	Drum Kit Skills	Option	Option	Option		Option
MUSPRA 226	Guitar Skills	Option	Option	Option		Option
MUSPRA 227	Keyboard Skills	Option	Option	Option		Option
MUSPRA 230	Vocal Skills	Option	Option			Option
MUSPRA 242	Using a Keyboard with a DAW		Option			Option
MUSPRA 368	Bass Guitar Skills					
MUSPRA 369	Beatbox Skills					
MUSPRA 370	DJ Skills					
MUSPRA 371	Drum Kit Skills					
MUSPRA 372	Guitar Skills					
MUSPRA 373	Keyboard Skills					
MUSPRA 374	MC Skills					
MUSPRA 375	Percussion Skills					
MUSPRA 376	Virtual DJ Skills					
MUSPRA 377	Vocal Skills (Part 1)			Core		
MUSPRA 378	Vocal Skills (Part 2)					
MUSPRA 384	Instrumental Skills					
MUSICIANSHIP						
MUSPRA 231	Using a Harmony Instrument		Option	Option		Option
MUSPRA 232	Musicianship					
MUSPRA 379	Musicianship	Option	Option			

RSL L3 DIPLOMA FOR APPLIED MUSIC PRACTITIONERS (Year 2 Combined Diploma)

QUALIFICATION/COURSE:		PERFORMING MUSICIAN	CREATIVE MUSIC PRODUCER	VOCAL ARTIST	URBAN/ DANCE MUSICIAN	MUSIC ENTREPRENEUR	AUDIO PRODUCER
UNITS							
COMPOSITION							
MUSPRA 301	Arranging Music (Projects)	Option					Option
MUSPRA 302	Arranging Music (Styles)		Option				
MUSPRA 303	Composing Music (Styles)	Option					
MUSPRA 304	Composing Music (Repertoire Ensemble)	Option	Core*	Option	Option		
MUSPRA 305	Composing Music (Repertoire Solo)	Option	Core*	Option	Option		
MUSPRA 306	Arranging Music (Recording)	Option	Option	Option			
MUSPRA 307	Composing Music (Media)	Option	Option				Option
MUSPRA 308	Composing Lyrics	Option	Option	Option	Option		
MUSPRA 383	Remixing & Production		Option		Option		Option
CONTEXTUAL STUDIES							
MUSPRA 309	Understanding Musical Influences				Option		Option
MUSPRA 310	Understanding Musical Styles		Option		Option		
MUSPRA 311	Contextualising Music				Option		
MUSPRA 312	Music Artist/Producer & the Media	Option		Option	Option		
MUSPRA 313	Music Research & Presentation Skills	Option	Option	Option		Option	Option
MUSPRA 314	Evolution of the Record Industry				Option		
MUSPRA 315	Music Instrument Development	Option			Option		
MUSPRA 316	Role of Dance in Music			Option			
MUSPRA 317	Role of the Voice in Music	Option		Option	Option		
MUSPRA 318	Development of Sound Sources		Option				Option
MUSPRA 319	Development of Music Sequencing		Option				Option
MUSPRA 320	Development of Analogue Recording						Option
MUSPRA 321	Development of Digital Recording						Option
MUSPRA 322	Understanding Recording Techniques	Option	Option			Option	Option
MUSPRA 323	Recording Studio Design		Option			Option	Option
MUSPRA 324	Understanding Live Sound Design	Option				Option	Option
STREET DANCE							
MUSPRA 325	Street Dance for Musicians				Option		
MUSPRA 326	Street Choreography			Option			
MUSIC BUSINESS							
MUSPRA 327	Careers in Music				Option		
MUSPRA 328	Music Promotion (Communication)				Option		
MUSPRA 329	Music Marketing (Research)				Option		
MUSPRA 330	Music Promotion	Option	Option	Option	Option		Option
MUSPRA 331	Music Contracts (Management/Recording)	Option	Option	Option	Option	Option	
MUSPRA 332	Music Contracts (Publishing/Production)	Option	Option	Option	Option	Option	
MUSPRA 333	Music Contracts (Various)	Option			Option	Option	
MUSPRA 334	Setting Up A Music Business	Option	Option	Option	Option	Core	Option
MUSPRA 335	Music Promotion (Video)	Option	Option	Option	Option	Option	Option
MUSPRA 336	Music Promotion (Internet)				Option		Option
MUSPRA 337	Music Product (Pressing & Distribution)	Option			Option		Option
MUSPRA 338	Music Event Organisation	Option	Option	Option	Option	Option	Option
MUSPRA 339	Music Journalism				Option	Option	
MUSPRA 340	Music Artist Management	Option			Option	Option	
MUSPRA 341	Working As A Freelance Music Practitioner	Core	Option	Option	Core	Core	Option
MUSPRA 342	Setting Up A Music Tour	Option			Option	Option	
MUSPRA 380	Music Stage Management	Option		Option	Option	Option	
MUSPRA 385	Auditioning For Music	Option		Option	Option	Option	
MUSPRA 386	Music Artist Image	Option			Option	Option	

* Note: in Creative Music Producer pathway, learners CANNOT take both MUSPRA 304 and MUSPRA 305 core units.

QUALIFICATION/COURSE:		PERFORMING MUSICIAN	CREATIVE MUSIC PRODUCER	VOCAL ARTIST	URBAN/ DANCE MUSICIAN	MUSIC ENTREPRENEUR	AUDIO PRODUCER
UNITS							
MUSIC TECHNOLOGY							
MUSPRA 343	Music Sequencing & Production	Option					
MUSPRA 344	Music Sequencing & Production (Media)		Option				Option
MUSPRA 345	Live Sound Recording	Option		Option	Option		
MUSPRA 346	Digital Recording & Production	Option					
MUSPRA 347	Studio Sound Recording & Production		Option			Option	Core
MUSPRA 348	Studio Sound Mixing		Core			Option	Core
MUSPRA 349	Sound Reinforcement	Option					
MUSPRA 351	Radio/Podcast Production	Option	Option	Option	Option	Option	
MUSPRA 353	Lighting for Music Events			Option	Option	Option	Option
MUSPRA 354	Music Video Production		Option	Option	Option	Option	Option
MUSPRA 355	VJ Programming				Option	Option	
MUSPRA 381	Live Sound Engineering (Monitors)					Option	Option
MUSPRA 382	Live Sound Engineering (FOH)					Option	Option
MUSPRA 387	Using a Digital Audio Workstation						
MUSPRA 388	Rewiring & Synchronisation for DAWs						
MUSPRA 389	Digital Synthesis		Option				Option
MUSPRA 390	Virtual Analogue Synthesis		Option				Option
MUSPRA 391	Creating a Sample Library					Option	
MUSPRA 392	Audio Mastering		Option			Option	Option
MUSPRA 393	Mixing for Surround Sound		Option			Option	Option
MUSPRA 394	Using Dynamic Processors		Option			Option	Option
MUSPRA 395	Using Multi-Effects		Option			Option	Option
MUSPRA 396	Using Equalisation & Filters		Option			Option	Option
PERFORMANCE							
MUSPRA 356	Music Rehearsal Skills				Option		
MUSPRA 357	Live Music Performance		Option		Core		
MUSPRA 358	Recorded Music Performance	Option	Option	Option	Option		
MUSPRA 359	Music Stagecraft	Core		Core	Option		
MUSPRA 360	Studio Music Sessioning	Option		Option			
MUSPRA 361	Live Music Sessioning	Option		Option			Option
MUSPRA 362	Music Directing	Option		Option			
MUSPRA 363	Music Improvisation	Option		Option	Option		
MUSPRA 364	VJ Skills				Option		
MUSPRA 365	Delivering Music Masterclasses	Option	Option	Option	Option	Option	Option
MUSPRA 366	Delivering Music Workshops	Option	Option	Option	Option	Option	Option
MUSPRA 367	Developing Music Teaching Skills	Option	Option	Option	Option	Option	Option
INSTRUMENTAL SKILLS							
MUSPRA 368	Bass Guitar Skills	Option	Option	Option	Option		Option
MUSPRA 369	Beatbox Skills	Option	Option	Option	Option		Option
MUSPRA 370	DJ Skills	Option	Option	Option	Option		Option
MUSPRA 371	Drum Kit Skills	Option	Option	Option	Option		Option
MUSPRA 372	Guitar Skills	Option	Option	Option	Option		Option
MUSPRA 373	Keyboard Skills	Option	Option	Option	Option		Option
MUSPRA 374	MC Skills	Option	Option	Option	Option		Option
MUSPRA 375	Percussion Skills	Option	Option	Option	Option		Option
MUSPRA 376	Virtual DJ Skills		Option		Option		Option
MUSPRA 377	Vocal Skills (Part 1)	Option	Option		Option		Option
MUSPRA 378	Vocal Skills (Part 2)	Option	Option	Core	Option		Option
MUSPRA 384	Instrumental Skills	Option	Option	Option	Option		Option
MUSICIANSHIP							
MUSPRA 379	Musicianship	Option	Option	Option	Option		Option

B.4 Rules of Selection

Awards (2 units – 12 credits)

At all levels, learners take one core unit (specific to their chosen pathway) and one optional unit from within their chosen pathway. Any unit listed which is not tagged **cannot** be chosen as an option for this qualification. Units must match the level of the qualification.

For example, at Level 1, a learner on the Performing Musician pathway would take one of the core units – Live Music Performance (MUSPRA 111) or Musicianship (MUSPRA 119) – and then select one optional unit from that pathway, e.g. Vocal Skills (MUSPRA 117).

Certificates (4 units – 24 credits)

At all levels learners take one core unit (specific to their chosen pathway) and three optional units from within their chosen pathway. Any unit listed which is not tagged **cannot** be chosen as an option for this qualification.

At Level 2 learners can choose one instrumental/musicianship unit that is tagged as optional within the pathway from a lower level.

For example, at Level 2, a learner on the Vocal Artist pathway would take one of the core units – Vocal Skills (MUSPRA 230) or Live Music Performance (MUSPRA 220) – and then select three optional units from that pathway, e.g. Composing Music (Style) (MUSPRA 202), Street Dance for Musicians (MUSPRA 208) and Guitar Skills from Level 1 (MUSPRA 115).

Diplomas and Diploma (Applied) (1 year: 8 units – 48 credits)

(Level 3 Combined Diploma 2 years: 16 units – 96 Credits)

Learners take one core unit from their *chosen pathway* and either:

- seven optional units from within their *chosen pathway* or;
- six optional units from within their *chosen pathway* and one optional unit from *outside of their chosen pathway*, or;
- five optional units from within their *chosen pathway* and two optional units from *outside chosen pathway*.

At Level 2 and Level 3 (not Applied) learners can choose one instrumental skills/musicianship unit that is tagged as optional within the pathway from a lower level.

Examples of unit selection

Examples of unit selection for each **Level 1 Diploma** pathway (all units within chosen pathway):

Performing Musician Pathway

MUSPRA 111 - Live Music Performance (Core)
MUSPRA 119 - Musicianship (Core) - taken as optional
MUSPRA 102 - Composing Music (Ideas)
MUSPRA 107 - Music Promotion (Communication)
MUSPRA 109 - Live Sound Recording
MUSPRA 103 - Career of a Music Artist/Producer
MUSPRA 115 - Guitar Skills

Vocal Artist Pathway

MUSPRA 117 - Vocal Skills (Core)
MUSPRA 104 - Street Dance For Musicians
MUSPRA 107 - Music Promotion (Communication)
MUSPRA 109 - Live Sound Recording
MUSPRA 111 - Live Music Performance (Core) - taken as optional
MUSPRA 103 - Career of a Music Artist/Producer
MUSPRA 101 - Arranging Music (Parts)

Audio Producer Pathway

MUSPRA 108 - Music Sequencing & Production (Core)
MUSPRA 109 - Live Sound Recording (Core) - taken as optional
MUSPRA 105 - Understanding The Music Industry
MUSPRA 101 - Arranging Music (Parts)
MUSPRA 126 - Using a Keyboard with a DAW
MUSPRA 110 - Sound Reinforcement
MUSPRA 118 - Using a Harmony Instrument
MUSPRA 122 - Music Promotion

Creative Music Producer Pathway

MUSPRA 108 - Music Sequencing & Production (Core)
MUSPRA 109 - Live Sound Recording
MUSPRA 102 - Composing Music (Ideas) (Core) - taken as optional
MUSPRA 101 - Arranging Music (Parts)
MUSPRA 122 - Music Promotion
MUSPRA 105 - Understanding the Music Industry
MUSPRA 118 - Using a Harmony Instrument

Music Entrepreneur Pathway

MUSPRA 105 - Understanding the Music Industry (Core)
MUSPRA 103 - Career of a Music Artist/Producer
MUSPRA 107 - Music Promotion (Communication)
MUSPRA 121 - Music Journalism
MUSPRA 109 - Live Sound Recording
MUSPRA 124 - Basic Event Lighting
MUSPRA 120 - Music Event Promotion

Examples of unit selection for each Level 2 Diploma pathway (all units within chosen pathway):

Performing Musician Pathway

MUSPRA 220 - Live Music Performance (Core)
MUSPRA 112 - Bass Guitar Skills (Level 1 unit)
MUSPRA 232 - Musicianship
MUSPRA 219 - Music Rehearsal Skills (Core) - taken as optional
MUSPRA 205 - Contextualising Music
MUSPRA 203 - Composing Music (Repertoire Ensemble)
MUSPRA 215 - Live Sound Recording
MUSPRA 212 - Music Event Organisation

Vocal Artist Pathway

MUSPRA 230 - Vocal Skills (Core)
MUSPRA 205 - Contextualising Music
MUSPRA 208 - Street Dance For Musicians
MUSPRA 118 - Using A Harmony Instrument (Level 1 unit)
MUSPRA 219 - Music Rehearsal Skills
MUSPRA 211 - Music Promotion (Communication)
MUSPRA 212 - Music Event Organisation
MUSPRA 220 - Live Music Performance (Core) - taken as optional

Music Entrepreneur Pathway

MUSPRA 235 - Setting Up a Music Business(Core)
MUSPRA 206 - Music Style Development
MUSPRA 233 - Music Promotion (Internet)
MUSPRA 213 - Music Journalism
MUSPRA 234 - Music Stage Management
MUSPRA 216 - Digital recording & Production
MUSPRA 237 - Podcast Production
MUSPRA 212 - Music Event Organisation

Examples of unit selection for each Level 3 Diploma pathway (all units within chosen pathway). Year 1 of Combined Diploma:

Performing Musician Pathway

MUSPRA 357 - Live Music Performance (Core)
MUSPRA 224 - DJ Skills (Level 2 unit)
MUSPRA 331 - Music Contracts (Management/Recording)
MUSPRA 358 - Recorded Music Performance
MUSPRA 311 - Contextualising Music
MUSPRA 303 - Composing Music (Styles)
MUSPRA 329 - Music Marketing (Research)
MUSPRA 356 - Music Rehearsal Skills (Core) - taken as optional

Creative Music Producer Pathway

MUSPRA 202 - Composing Music (Style) (Core)
MUSPRA 118 - Using A Harmony Instrument (Level 1 unit)
MUSPRA 215 - Live Sound Recording
MUSPRA 216 - Digital Recording & Production
MUSPRA 205 - Contextualising Music
MUSPRA 201 - Arranging Music (Styles)
MUSPRA 203 - Composing Music (Repertoire Ensemble)
MUSPRA 209 - Music Promotion

Urban/Dance Musician Pathway

MUSPRA 212 - Music Event Organisation(Core)
MUSPRA 223 - Beatbox Skills
MUSPRA 218 - VJ Programming
MUSPRA 221 - VJ Skills
MUSPRA 219 - Music Rehearsal Skills
MUSPRA 205 - Contextualising Music
MUSPRA 209 - Music Promotion
MUSPRA 220 - Live Music Performance (Core) - taken as optional

Audio Producer Pathway

MUSPRA 214 - Music Sequencing & Production (Core)
MUSPRA 216 - Digital Recording & Production
MUSPRA 237 - Podcast Production
MUSPRA 201 - Arranging Music (Styles)
MUSPRA 126 - Using a Keyboard with a DAW (Level 1 unit)
MUSPRA 241 - Using a Digital Audio Workstation
MUSPRA 236 - Lighting For A Music Performance
MUSPRA 206 - Music Style Development

Vocal Artist Pathway

MUSPRA 377 - Vocal Skills (Part 1) (Core)
MUSPRA 325 - Street Dance For Musicians
MUSPRA 356 - Music Rehearsal Skills
MUSPRA 231 - Using A Harmony Instrument (Level 2 unit)
MUSPRA 311 - Contextualising Music
MUSPRA 328 - Music Promotion (Communication)
MUSPRA 358 - Recorded Music Performance
MUSPRA 357 - Live Music Performance (Core) - taken as optional

Audio Producer Pathway

MUSPRA 343 - Music Sequencing & Production (Core)
MUSPRA 327 - Careers in Music
MUSPRA 388 - Rewiring & Synchronisation for DAWs
MUSPRA 395 - Using Multi - Effects
MUSPRA 314 - Evolution of the Record Industry
MUSPRA 339 - Music Journalism
MUSPRA 391 - Creating a Sample Library
MUSPRA 231 - Using a Harmony Instrument (Level 2)

Creative Music Producer Pathway

MUSPRA 301 - Arranging Music (Projects) (Core)
MUSPRA 231 - Using A Harmony Instrument (Level 2)
MUSPRA 343 - Music Sequencing & Production (Core) - taken as optional
MUSPRA 346 - Digital Recording & Production
MUSPRA 309 - Understanding Musical Influences
MUSPRA 303 - Composing Music (Styles)
MUSPRA 332 - Music Contracts (Publishing/Production)
MUSPRA 329 - Music Marketing (Research)

Examples of unit selection for each **Level 3 Diploma for Applied Music Practitioners** pathway (all units within chosen pathway). **Year 2 of Combined Diploma:**

Performing Musician Pathway

MUSPRA 359 - Music Stagecraft (Core)
MUSPRA 368 - Bass Guitar Skills
MUSPRA 305 - Composing Music (Repertoire solo)
MUSPRA 306 - Arranging Music (Recording)
MUSPRA 330 - Music Promotion
MUSPRA 334 - Setting Up A Music Business
MUSPRA 338 - Music Event Organisation
MUSPRA 361 - Live Music Sessioning

Vocal Artist Pathway

MUSPRA 378 - Vocal Skills (Part 2) (Core)
MUSPRA 331 - Music Contracts (Management/Recording)
MUSPRA 330 - Music Promotion
MUSPRA 341 - Working As A Freelance Music Practitioner
MUSPRA 334 - Setting Up a Music Business
MUSPRA 360 - Studio Music Sessioning
MUSPRA 361 - Live Music Sessioning
MUSPRA 359 - Music Stagecraft (Core)-taken as optional

Urban/Dance Musician Pathway

MUSPRA 357 - Live Music Performance (Core)
MUSPRA 369 - Beatbox Skills
MUSPRA 355 - VJ Programming
MUSPRA 351 - Radio/Podcast Production
MUSPRA 356 - Music Rehearsal Skills
MUSPRA 330 - Music Promotion
MUSPRA 334 - Setting Up A Music Business
MUSPRA 359 - Music Stagecraft

Music Entrepreneur Pathway

MUSPRA 327 - Careers in Music (Core)
MUSPRA 311 - Contextualising Music
MUSPRA 312 - Music Artist/Producer & the Media
MUSPRA 315 - Music Instrument Development
MUSPRA 324 - Understanding Live Sound Design
MUSPRA 339 - Music Journalism
MUSPRA 314 - Evolution of the Record Industry
MUSPRA 345 - Live Sound Recording

Creative Music Producer Pathway

MUSPRA 305 - Composing Music (Repertoire Solo) (Core)
MUSPRA 344 - Music Sequencing & Production (Media)
MUSPAR 347 - Studio Sound Recording & Production
MUSPRA 348 - Studio Sound Mixing (Core) - taken as optional
MUSPRA 318 - Development of Sound Sources
MUSPRA 307 - Composing Music (Media)
MUSPRA 330 - Music Promotion
MUSPRA 334 - Setting Up A Music Business

Music Entrepreneur Pathway

MUSPRA 334 - Setting Up A Music Business (Core)
MUSPRA 323 - Recording Studio Design
MUSPRA 339 - Music Journalism
MUSPRA 342 - Setting Up A Music Tour
MUSPRA 332 - Music Contracts (Publishing/Production)
MUSPRA 331 - Music Contracts (Management/Recording)
MUSPRA 338 - Music Event Organisation
MUSPRA 341 - Working As A Freelance Music Practitioner (Core) - taken as optional

Audio Producer Pathway

MUSPRA 347 - Studio Sound Recording & Production (Core)
MUSPRA 322 - Understanding Recording Techniques
MUSPRA 323 - Recording Studio Design
MUSPRA 318 - Development of Sound Sources
MUSPRA 353 - Lighting for Music Events
MUSPRA 344 - Music Sequencing & Production (Media)
MUSPRA 348 - Studio Sound Mixing
MUSPRA 334 - Setting Up A Music Business

B.5 Unit Levels

In general the unit levels match the level of the qualification. However, in the Certificates and Diplomas at Level 2 and Level 3 (not Applied), a number of units from the instrumental skills and musicianship families are available at the lower level to the qualification level. For example, Level 2 Certificate learners enrolled on the Performing Musician pathway can choose to take a Level 1 unit in Drum Kit Skills. This only applies to instrument units tagged as optional within the pathway.

The rationale for this is concerned with the nature of popular music performance and its relationship to the level of musicianship skills. Learners embarking on qualifications at Levels 2 and 3 may already be able to perform at a level appropriate to the qualification on which they are enrolled. However, the level of musicianship may actually be at a lower level.

This is entirely natural for popular musicians where the coherence and outward appeal of the performance is of greater significance than the proficiency with which the music is played. Very often the level of musicianship required is dictated by the style in which the music is played. Rockschoo’s experience of grading published repertoire for its Popular Vocal Syllabus showed that in general pop repertoire is around Level 1-2 in standard. It is appropriate therefore that learners enrolled on the Performing Musician pathway should be allowed to choose an instrumental skills unit from below the level of qualification on which the learner is enrolled.

In the case of the other pathways at Levels 2 and 3 the aim is to offer learners the opportunity to gain skills outside of those directly relevant to the pathway chosen by that learner. Experience indicates that popular musicians have no direct formal training or experience outside of their specialist interests. Rockschoo does not wish to confront learners with artificial barriers: to do so would be to subvert one of the key aims of the qualification suite.

It should be noted however, that only one unit can be chosen from the lower level in each Certificate or Diploma qualification. Furthermore, learners who are progressing from the Certificate to the Diploma within a particular level, and who have already taken a unit from the level below, cannot take a further unit from the lower level towards their Diploma.

B.6 Credit Value

Each unit carries six credits (each credit broadly equating to 10 guided learning hours). The table below indicates the credit value and the associated number of units for each qualification.

	Credit value	Core units	Optional units within the chosen pathway	Optional units from outside of the chosen pathway
Level 1 Award	12	1	1	N/A
Level 1 Certificate	24	1	3	N/A
Level 1 Diploma	48	1	5-7	0-2
Level 2 Award	12	1	1	N/A
Level 2 Certificate	24	1	3	N/A
Level 2 Diploma	48	1	5-7	0-2
Level 3 Award	12	1	1	N/A
Level 3 Certificate	24	1	3	N/A
Level 3 Diploma	48	1	5-7	0-2
Level 3 Diploma for Applied Music Practitioners	48	1	5-7	0-2
Level 3 Combined Diploma for Music Practitioners	96	2	10-14	0 - 4

B.7 Progression

These qualifications are divided into specific career pathways offering specialised learning opportunities that can be accurately matched to specific career sectors in the music industry, and further/higher education courses. 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.

Learners completing the Level 1 Award, Certificate or Diploma can progress to Level 2 and learners completing Level 2 can progress to Level 3. This is not obligatory and learners are able to enter at any level. Learners completing a Level 3 qualification will have the skills to progress into the music industry. Typical employment progression is to areas such as performing musician, creative music producer, vocal artist, urban/dance musician, audio producer and music entrepreneur. Alternatively, learners can progress to higher education courses such as popular music, music technology and music business degrees. Access to Music offer progression into Level 4 via the Creative and Media Practitioners and the Creative and Media Educators courses and also via a Foundation Degree course. Access to Music is developing further innovative progression opportunities.

Qualification structures have been designed so that learners can move between Award, Certificate and Diploma qualifications at a particular level. 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 Diploma. Similarly, learners beginning on the Level 1 Diploma may subsequently decide to discontinue their studies after having achieved sufficient units to be awarded the 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.

For example, a learner taking the Level 2 Certificate (Creative Music Producer) may wish to progress to the Level 3 Diploma (Creative Music Producer) then on to the Level 3 Diploma for Applied Music Practitioners (Audio Producer). In addition to the core unit – Composing Music (Style) – this learner would be advised to select units in their Level 2 Certificate that would best prepare them for study in Level 3 and ultimately, the different pathway (e.g. Arranging Music (Styles), Music Sequencing and Production and Sound Recording and Production).

Learners who wish to progress from Level 1 to Level 2 should note that any Level 1 unit which is found in the qualification which they have already successfully completed may not be counted towards either the Award, Certificate or Diploma in Level 2. Similarly, any learners progressing from Level 2 to Level 3 may not count any Level 2 unit towards either the Award, Certificate or Diploma in Level 3.

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 fullest 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 assessment. 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
- Credit Level
- Credit Value
- Unit Code
- Learning Outcomes – a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Requirements – the evidence upon which the learner is assessed
- Grading Criteria – descriptors of the quality of the work produced in relation to the assessment requirements
- Key Skills – mapping of achievement of Key Skills evidenced through the work produced for the unit
- Types of evidence – suggested evidence that would demonstrate that learners have met the assessment requirements and hence the learning outcomes

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 by 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 descriptor for unclassified, pass, merit and distinction is included in the unit specifications.

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

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, or most, of the tasks contained within the unit. They will usually be a highly skilled musician who is able to produce very convincing and memorable work. They will usually be capable of producing highly original material and of presenting this in a very effective way. They will clearly have the skills needed to develop their work at a higher level. A distinction grade may still be awarded even if the learner has not completed all of the assessment requirements within a unit to an equally high standard;
- **Merit:** a merit grade will be awarded where a learner has produced effective work in all or most of the tasks contained within the unit. They will usually be a capable musician who is able to produce original work and will be able to present this in an effective way. They will generally have the skills needed to develop their work at a higher level, although some aspects of their work may still be at a lower level. A merit grade may still be awarded for a unit even if the learner has not completed all the assessment requirements to an equally effective standard;
- **Pass:** a pass grade will be awarded where a learner has produced adequate work in all, or most, of the tasks contained within a unit. They will usually be a competent musician who is able to produce satisfactory work. They will usually be capable of producing some original material and have some grasp of acceptable methods of presentation. They will still need to develop certain skills to work effectively at a higher level while some skills may still be at a lower level.
- **Unclassified:** an unclassified grade will be awarded where the learner has produced work which still needs considerable development to meet the tasks contained within the unit. They will usually be a musician who needs to develop their skill base at the set level. They will not have the skills needed to develop their work at a higher level.

The assessor team will allocate a number of points to each unit after they have been graded and this grading is then multiplied by the number of credits in each unit (always 6) in order to generate qualification points for each learner.

The allocation of grading points **per unit** is as follows:

- Distinction: 3 points x 6 credits = 18 qualification points
- Merit: 2 points x 6 credits = 12 qualification points
- Pass: 1 point x 6 credits = 6 qualification points
- Unclassified: 0 points = nil qualification points

These qualification points are amalgamated for each unit taken and when the qualification for which the learner is registered is completed the final credit score will determine the overall grade achieved by the learner. This is shown in the tables below.

The cut-off points for pass, merit and distinction in each qualification are 33%, 58% and 83% of the total qualification points available and this, with some rounding, is reflected in the tables. It should be noted that qualifications cannot be awarded to learners if they do not successfully complete all of the unit requirements of the qualification.

The allocation of grading points **per qualification** is as follows:

AWARDS: Levels 1-3 (2 units – 12 credits)

- Distinction: 30-36 qual points
- Merit: 21-29 qual points
- Pass: 12-20 qual points
- Unclassified: <12 points

CERTIFICATES: Levels 1-3 (4 units – 24 credits)

- Distinction: 60-72 qual points
- Merit: 42-59 qual points
- Pass: 24-41 qual points
- Unclassified: <24 points

DIPLOMAS: Levels 1-3 (8 units – 48 credits)

- Distinction: 120-144 qual points
- Merit: 84-119 qual points
- Pass: 48-83 qual points
- Unclassified: <48 points

C.6 Key Skills

Key Skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as ‘Learndirect’, ‘Lifelong Learning’ and ‘Widening Participation’ all require a flexible population in the workplace, and Key Skills play a role in setting the framework.

This suite of qualifications includes mapping of Key Skills. These are transferable skills, which play an essential role in developing personal effectiveness for adult and working life and in the application of vocational skills.

In each unit, the opportunities for the generation of evidence for Key Skills are signposted. These are indicative links only. Assessors should take care to become familiar with the Key Skills specifications and evidence requirements, and not rely on the contents of this section when presenting Key Skills evidence for moderation. Learners need the chance to show current and future employers that they can communicate effectively in a variety of situations, using a wide range of techniques, and use IT in a range of applications to support all aspects of their role.

Each unit has been mapped against Key Skills requirements. The mapping is included in the unit specifications, where achievement of Key Skills are evidenced through the work for the unit. Several alternatives are given for the achievement of each level of Key Skills, this being dependent upon the delivery of the unit and also the standard to which the unit work is achieved.

C.7 The Wider Curriculum

Rockschool's Award, Certificate and 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 to 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. The music industry is a good example of an industry which maintains high and stable levels of economic growth and employment – one of the four objectives of the government's Sustainable Development Strategy, June 1999.

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.8 Expectations of Knowledge, Skills and Understanding at each Level

At each level, the following standards of work should be taken into account:

Level 1 learning recognises basic knowledge and skills, and the ability to apply learning with guidance or supervision. Learning at this level is about activities which mostly relate to everyday situations and may be linked to job competence.

Level 2 learning recognises the ability to gain a good knowledge and understanding of a subject area of work or study, and to perform varied tasks with some guidance or supervision. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate to many job roles.

Level 3 learning recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently, or in some areas supervising and training others in their field of work.

Within each of the families of units at Levels 1-3, there are the following indicators of achievement which learners are expected to attain.

Instrumental Skills/Musicianship

Learners undertaking units in these two areas will be expected to achieve the following at each level where appropriate:

- **Level 1:** musicians can perform and create music which has a simple, unchanging form, with basic use of chords, melody and rhythm. They can create work in structured, supervised environments, but need to develop independent and original creativity. They have basic instrumental skills. They have an understanding of simple musical and contextual theory. They have an understanding of simple technical theory in relation to music production. They have an understanding of simple aspects of the operation of the musical equipment used.
- **Level 2:** musicians can perform and create music which has a more complex and stylistically convincing form, with the use of more advanced chords, melody and rhythm. They can create work in structured, supervised environments and are able to demonstrate limited independence and original creativity. They have intermediate instrumental skills. They can develop a convincing level of performance. They have an understanding of intermediate musical and contextual theory. They have an understanding of more complex technical theory in relation to music production. They have an understanding of most of the aspects of the operation of the musical equipment used.
- **Level 3:** musicians can perform and create music which is original, memorable and stylistically convincing, with the use of appropriate chords, melody and rhythm. They can create work demonstrating a high degree of independence and original creativity. They have advanced instrumental skills. They can demonstrate a highly convincing level of performance with strong communication. They have an understanding of advanced musical and contextual theory. They have an understanding of advanced technical theory in relation to music production. They have an understanding of all aspects of the operation of the musical equipment used.

Composition

Learners undertaking units in Composition will be expected to achieve the following at each level where appropriate:

- **Level 1:** Short, simple tracks using basic chords, melodies and rhythms; use of unchanging time signatures, usually 4/4; chord progressions using between 3 and 4 diatonic chords; melodies based on minor and major pentatonic scales; rhythms are straightforward with a few embellishments; solos are structured with a minimum of improvisation and interpretation; song structures will be based on simple A/B form with a minimum of dynamics and accents
- **Level 2:** Employ varied chord progressions, melodies and rhythms; chord progressions will usually be diatonic but may involve a key change (eg a transposition in the final chorus and may include 7th and suspended chords); melodies will employ a wider range of techniques and scales (eg blues scale and some modes); rhythmic structures will show more complexity and will employ the use of fills and syncopation; pieces will usually be in unchanging time signatures, but these may include compound time signatures; solos will be mainly structured but with the possibility of some interpretation; song structures will explore more complex forms, perhaps with intro, verse, chorus and middle sections, and with more dynamics and accents.
- **Level 3:** use of sophisticated and complex chord progressions, melodies and rhythms; chords may be extended or altered; chord progressions may be more chromatic and involve key changes and substitutions; pieces may require advanced physical and expressive techniques depending upon the instrument; diminished, whole tone and altered pentatonic scales and modes may be used; rhythms may involve time changes, complex time signatures, cross rhythms and advanced syncopation; solos may be structured but could also include a fair degree of interpretation, improvisation and awareness of the needs of the song; song structures may include complex forms, including pre-chorus, pre-verse, bridge, outro etc, pieces at this level will require a high degree of stylistic interpretation.

Performance

Learners undertaking units in Performance will be expected to achieve the following at each level where appropriate:

- **Level 1:** musicians can perform either solo or in ensembles playing simple arrangements. They can create work in structured, supervised environments but need to develop independent and original creativity. They have basic performance and stagecraft skills. They have an understanding of simple performance concepts.
- **Level 2:** musicians can perform either solo or in ensembles playing arrangements of developing complexity. They can create and evaluate work in structured and supervised environments with the beginnings of independent creativity and management of resources. They have developing performance and stagecraft skills. They have an understanding of a developing range of performance concepts.
- **Level 3:** musicians can perform either solo or in ensembles playing complex arrangements. They can create and evaluate work independently and show considerable original creativity. They have a wide range of performance and stagecraft skills. They have an understanding of a broad range of performance concepts.

Street Dance

Learners undertaking units in Street Dance will be expected to achieve the following at each level where appropriate:

- **Level 1:** dancers can perform and create dance which has a simple, unchanging form, with basic use of steps and moves. They can create work in structured, supervised environments, but need to develop independent and original creativity. They have basic physical dancing skills. They have an understanding of simple technical theory in relation to choreography.
- **Level 2:** dancers can perform and create dance which has more complex and stylistically convincing forms, with the use of more advanced steps and moves. They can create work in structured, supervised environments and are able to demonstrate limited independence and original creativity. They have intermediate physical dancing skills. They can develop a convincing level of performance. They have an understanding of more complex technical theory in relation to choreography.
- **Level 3:** dancers can perform and create dance which is original, memorable and stylistically convincing, with the use of appropriate steps and moves. They can create work demonstrating a high degree of independence and original creativity. They have advanced physical dancing skills. They can demonstrate a highly convincing level of performance with strong communication. They have an understanding of advanced technical theory in relation to choreography.

Music Business

Learners undertaking units in Music Business will be expected to achieve the following at each level where appropriate:

- **Level 1:** learners have a basic grasp of the general principles of business and an early understanding of how they apply to the music industry, including supply and demand, income and expenditure, and marketing. Learners will work in structured and supervised environments and will be guided in the development of new skills. Learners will be able to undertake effective but simple research and be able to make simple, effective presentations of their findings to others.
- **Level 2:** learners will have a developing understanding of the general principles of business and will begin to apply them to more complex music business situations, including music business structures, income and expenditure and corporate forms. Learners will work in structured and supervised environments and are able to demonstrate limited independent approaches and business creativity. Learners will be able to undertake detailed research from a number of sources and will develop a balanced portfolio of analytical techniques. They will be able to make simple and effective presentations using a number of techniques. Learners will demonstrate an early understanding of the practicalities of business and an early understanding of corporate forms.
- **Level 3:** learners have an advanced grasp of the general principles of business and be able to apply them to music business scenarios including income and expenditure, royalty accounting, budget planning, marketing, taxation and corporate structures. Learners will be able to research and analyse music business problems with a high degree of independence and make full use of a wide variety of techniques when presenting business

analyses to others. Learners will display an advanced understanding of the business forms pertaining to the music business and will be able to operate effectively within a business environment.

Music Technology

Learners undertaking units in Music Technology will be expected to achieve the following at each level where appropriate:

- **Level 1:** the musician has basic skills in using technology in the creation, recording/production and performance of music. They have an understanding of simple technical concepts and applications with respect to one or more of the following: sequencing/programming, sound recording and sound reinforcement. They can create work in structured and supervised environments, but need to develop independent and original skills and creativity.
- **Level 2:** the musician has a developing level of skill in using music technology in the creation, recording/production and performance of music. They are able to create and record music using technology to an intermediate standard. They may also evidence developing skills in areas such as live sound and VJ programming. They have a developing understanding of technical concepts and applications. They can create work in structured, supervised environments and are able to demonstrate a degree of independence and creativity.
- **Level 3:** the musician has advanced skills in using technology in the creation, recording/production and performance of music. They are able to create and record music using technology to a standard approaching that found within the professional industry. They may also evidence advanced skills in areas such as live sound, radio programming, VJ programming and lighting. They have an understanding of advanced technical concepts and applications. They can create work demonstrating a high degree of independence and original creativity.

Contextual Studies

Learners undertaking units in Contextual Studies will be expected to achieve the following at each level where appropriate:

- **Level 1:** the musician has a basic understanding of contextual concepts in relation to popular music with respect to one or more of the following: artist and style development. They can create work in structured, supervised environments, but need to develop independent and original skills and creativity.
- **Level 2:** the musician has a developing understanding of contextual concepts in relation to popular music. They are able partially to contextualise their own experience as a musician to wider issues relating to audiences, the industry and society. They can create their work in structured, supervised environments and are able to demonstrate a degree of independence and original creativity.
- **Level 3:** the musician has advanced skills with respect to understanding contextual concepts in relation to popular music. They are able to fully contextualise their own experience as a musician to wider issues relating to audiences, industry and society. They may also display detailed knowledge of specific aspects of popular music development and of technological development. They can create work demonstrating a high degree of independence and original creativity.

C.9 Formative Assessment

Tutors are to ensure that work is assessed on a regular basis. A record of any forms of formative assessment should be kept on the Assessment Forms. Internal and external moderators will expect to see evidence of formative assessment having taken place, integrated with regular feedback to learners about their progress.

C.10 External Verification and Moderation

All internally assessed units are moderated according to a two tier process by Rockscool:

- External verification
- External moderation

All units assessed by Rockscool approved centres are **externally verified and moderated** by a team appointment, trained and standardised by Rockscool.

External Verification: after centre approval, each new centre that offers the Rockscool Music Practitioner Qualifications will receive either a postal verification (under 20 learners) or an external verification visit (over 20 learners). The purpose of the External Verification is to ensure that all assessments are carried out to the same standard by objective sampling and re-assessment of learners work. External Verification will take place between the fifth and seventh month of the first academic year of the new centre.

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' processes and assessment decisions are valid, reliable, fair and consistent with the national standards for the qualification. External moderators will endeavour to take a sample of all the units offered to learners within one qualification in which at least 20% of learner work in the unit which has been graded will be scrutinised, the sample will be taken from all grade categories.
- Provide feedback to RSL, centres and ATM on the outcome of visits;
- 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. The external moderation team will revisit centres to ensure that these plans, if required, are being carried out.

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.11 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 20% of all learner work including a sample of each grade category, where available. This should include the following where possible:

- 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 and ideally for as long as the units remain valid.

C.12 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
- include a witness statement with audio or video evidence, signed and dated by the tutor
- confirm to RSL that the assessment evidence is authentic through the completion of an authenticity statement signed by the learner.

C.13 Presentation of Work for Submission

All work must be suitably labelled with the learner's name, individual learner number, MUSPRA number and title of unit taken. All learning outcomes should be easily identifiable. All audio/visual submissions should be clearly labelled.

C.14 Submission of Grades

Centres will access a central secure learner database 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 for 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. Any centres without facilities to access the online database should inform Rockscool before the start of the academic year or as early as possible.

C.15 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. Learners will receive their certificates within 10 working days after the completion of all quality assurance processes.

C.16 Accessing Data and Information

Learners and centres will be able to access information relating to their needs through the operation of a password and permissions system within the on-line registration system.

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. Rockscool will also allow centres to view the results of their learners in relation to all other centres offering the same qualifications to see where their learner results sit within the national averages across all centres.

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 ATM Delivery and Assessment Handbook.

D.2 Resources Guidelines

Accommodation

Performing Musician; Urban/Dance Musician

- 3 – 4 x sound-proofed rehearsal rooms capable of containing learners
- Recording studio and control room (teaching space)
- Sufficient group teaching space capable of containing learners at tables
- Key Skills room
- Tutorial space
- Tutor space (office)

Creative Music Producer; Audio Producer

- Technology Suites containing a sufficient quantity of computer music workstations
- Recording studio and control room (teaching space)
- Rehearsal space
- Sufficient group teaching space capable of containing learners at tables
- Control room
- Key Skills room
- Tutorial space
- Tutor space (office)

Vocal Artist

- Dance studio
- Sufficient group teaching space capable of containing learners at tables
- 3 x Rehearsal space
- Key Skills room
- Tutorial space
- Tutor space (office)

Music Entrepreneur

- Sufficient group teaching space capable of containing learners at tables

Recommended Equipment List

Performing Musician

- Backline x 3 (5 piece drum kit plus cymbals & hardware; guitar amplifier x 2; bass amplifier; studio keyboard plus stand; vocal (rehearsal) PA; microphone plus stand x 3; leads);
- Recording Studio (multi channel mixing desk; digital mixing desk; G4 PowerMac; Pro Tools; sequencing software; hard disk recorder; soft effects/sampler/synths; midi controller; monitors; microphones plus stands (including drum kit mics); leads; multi-core);

- PC/Mac with internet access x 10;
- Audio/visual recording/playback equipment (CD/DVD/TV/Video/Camera).

Creative Music Producer

- Recording Studio (multi channel mixing desk; digital mixing desk; G5 PowerMac; sequencing and editing software; hard disk recorder; soft effects/sampler/synths; midi controller; monitors; microphones plus stands (including drum kit mics); leads; multi-core);
- Computer Music Workstations (eg G4 Mac Mini plus flat screen and keyboard; USB midi controller keyboard; USB midi interface; mini mixer; headphones; monitors; leads; sequencing software with audio capability; soft effects/sampler/synths; leads);
- PC/Mac with internet access x 10;
- Audio/visual recording/playback equipment (CD/DVD/TV/Video/Camera).

Vocal Artist

- Dance Studio (mirrored wall; sprung floor);
- Vocal (rehearsal) PA (with reverb) x 4;
- Microphone stand and lead x 12;
- PC/Mac with internet access x 10;
- Audio/visual recording/playback equipment (CD/DVD/TV/Video/Camera).

Urban/Dance Musician

- DJ Decks x 2 pairs;
- PC/Mac with internet access x 10;
- Vocal (rehearsal) PA (with reverb);
- Audio/visual recording/playback equipment (CD/DVD/TV/Video/Camera).

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 two copies of the Centre Approval Form, available from the RSL website (www.rockschool.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 each case an approval visit (which will usually last half a day) may be required in order to verify the details contained within the application form. In this situation, 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 the Qualifications and Curriculum Authority (QCA) may be subject to changes in the regulatory environment. Active centres will be kept informed of any changes which might affect their approved status.

E.2 Approval Criteria

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 has 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. In most cases this will be done by a live music audition or by a presentation of recorded work.

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.

The *Centre/Assessors' support material* provides further details regarding learner registration.

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 on the Levels 1 & 2 courses, and any learner over the age of 14 may access the Level 3 courses.

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 Accreditation of Prior Learning (APL)

Rockschool and Access to Music encourage centres to recognise learners' previous achievement and experience through APL. 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.

The Accreditation of Prior Learning (APL) is the process of recognising a learner's previous achievement or learning experiences. APL 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, BTEC qualifications, GCSEs in vocational subjects, VCEs, Key Skills and NVQs.

It can enable the learner to move directly to the assessment stage without duplicating the learning process. It does not, however, negate the need for the assessment process to take place.

Access to Music will ensure that it has the appropriate APL advisory processes and personnel in place at each centre offering the qualifications as appropriate. It will publish a manual for learners on the operation of APL procedures and will appoint a contact member of staff to oversee all APL applications by learners at Access to Music approved centres.

SECTION G: Complaints and Appeals

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

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

G.1 Complaints

Centres that feel they have a complaint to make should make early contact with Rockscool via the ATM programme 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 the head office team at Access to Music. 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 of the ATM programme manager.

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

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

Appeals against such decisions need to be sent to the ATM programme 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 ATM programme 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:

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

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

G.3 Adjudication and Second Stage Appeals

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

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

- centre approval and advisory visit from Rockschool staff for centres wishing to set-up a new course.
- training hosted by RSL providing guidance on assessment and grading. This will be held on a regional/national basis annually
- training hosted by RSL on the practical applications of APL and appeals for centres. This will be held on a regional/national basis annually
- training hosted by RSL on the operation of external verification and moderation. This will be held on a regional/national basis annually
- Access to Music telephone support at **0116 242 6888**
- Rockschool 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 regional and national training dates will be issued by Rockschool 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 the 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 additional buy-able 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:

Chief Executive	Dr Simon Pitt
Director of Academic Affairs	Jeremy Ward
Director of Operations	Sandie Uphill
ATM Programme Manager	Patrick Healy

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

All correspondence should be directed to:

Rockscool Ltd
Evergreen House
2-4 King Street
Twickenham
Middlesex TW1 3RZ

Access to Music

The following contacts can be made at Access to Music:

Director of Curriculum and Quality	Sue Ball
Head of Curriculum (Quality)	Karen Akroyd
Head of Curriculum (Music)	Ben Searle
Head of Marketing and Design	Martin Smith
Head of Admissions and Student Services	Alan Ramsay

All can be contacted on **0116 242 6888**.

All correspondence should be directed to:

Access to Music
Lionel House
35 Millstone Lane
Leicester LE1 5JN