

TRINITY GUILDHALL

Diplomas in Instrumental/Vocal Teaching at ATCL and LTCL Frequently Asked Questions

1. General

For whom are these diplomas intended?

Trinity's teaching diplomas are designed for anyone who wishes to obtain an accredited qualification in instrumental or vocal teaching. They have been designed with the most recent thinking about teaching and learning in mind and are benchmarked to professional standards.

How do I know if I might be a suitable candidate?

The best thing is to start by looking carefully at the syllabus published in *Diplomas in Music: Performance, Recital and Teaching from 2005*, available from Trinity. It can also be downloaded from the website at www.trinitycollege.co.uk.

What's the difference in level between ATCL and LTCL?

The ATCL level qualification is aimed at those who are starting out in their teaching career, and the LTCL for those with more experience. In terms of standard, the ATCL is set at UK Higher Education Level 1 (end of first year undergraduate study) and LTCL at Level 3 (final year of undergraduate study).

To sum up briefly, at ATCL level the focus is on the teaching transaction itself, on your choice of appropriate activities and resources, and the teaching strategies to support them. At ATCL level, you may be working in a support role some of the time, leading only some activities within a wider programme or working as part of a team. You will probably be working with a limited range of learners, covering a narrow age/experience range.

At LTCL you will be taking full responsibility for the learning process, planning over the short- mid- and long-term and choosing a wide range of activities, resources and strategies to support a wide range of learners, with different needs. You can find further information on the kind of activities expected at each level in appendix 1 of this document.

Another distinction is in the range of music you will be expected to bring into your teaching. At ATCL you can work within one genre, though you may draw on more than one style within that genre. At LTCL you are expected to draw on music from at least two different genres. You can see how style and genre have been defined for the purposes of this qualification in appendix 2 of this document.

Do I need to go on a course to take one?

No. In common with all Trinity's qualifications, these diplomas are available as freestanding examinations, open to direct entry by external candidates. Courses are available, though - see below.

Will I need some kind of guidance, or some lessons, to be sure I've covered everything?

It's possible. If you have wide experience of instrumental or vocal teaching in a recent educational context, you might well feel confident enough without extra help. However, if you feel there are parts of the syllabus that you are not quite sure of, it would be safer to look for guidance on these particular things. To do this, you could arrange tuition or attend suitable courses.

Do also make use of the support materials available on the TCL website - www.trinitycollege.co.uk . In addition, if you are resident in the UK, Trinity can offer guidance and support through its programme of Continuing Professional Development - *Profile* - and is also working to make courses available to students in other countries.

Are there any courses available towards these diplomas?

Yes, but currently only in the UK. The following course providers run courses specifically towards Trinity's teaching diplomas:

City Lit www.citylit.ac.uk 020 7831 7831
 European Piano Teachers Association www.epta-uk.org 08456 581054
 Teacher Training for Musicians www.tt4m.co.uk 01732 746 203

Can I take these diplomas before I start any teaching?

No. You have to have at least two pupils in order to do the work for the diploma.

How much teaching experience will I need to have had?

A typical ATCL candidate will be someone with at least some teaching experience, who wishes to extend and develop their level of expertise within a professional context. Examples include a private teacher with a small teaching practice, mainly focusing on one age group, or level of experience, or someone invited into a school to do some teaching as a part time instructor. The ATCL is a useful qualification both for younger players wishing to start their career in teaching, and for those either returning to teaching music or adding it to their portfolio in mid-career.

A candidate for LTCL will need to have wider teaching experience at a range of different levels and in a variety of contexts. S/he could be a full-time teacher with experience both in school or college environments and a private studio, or a teacher for whom teaching has been part of a portfolio career over a number of years. The LTCL would also be suitable for postgraduate students seeking to enhance their portfolio of qualifications or for mid-career professionals seeking to expand their practice to include teaching.

For the purposes of assessment, at both levels you will need to be teaching at least two to three pupils on a regular basis during the time you are preparing for the diploma.

Will I need to perform myself as part of the examination?

No, except as necessary for the demonstration lesson in unit 3. In order to enter for the exam you will need to supply evidence of previous achievement in performance on the instrument or voice you are teaching for the diploma in the form of TCL Grade 8 practical (or equivalent). If you would like to present other qualifications as an alternative prerequisite please contact Trinity.

For which instruments are the Instrumental/Vocal teaching diplomas available?

Candidates may specialise on any instrument. This includes non-Western instruments and non-classical styles. Additionally candidates are welcome to offer two instruments, provided that the pre-requisite is met for both instruments.

Is there an age limit?

Yes, a lower age limit. You will need to be 18 at the time of registration for ATCL and 21 for the LTCL.

Will they be helpful if I am applying for a job in instrumental or vocal teaching?

Yes. Trinity's are the *only* QCA-accredited Instrumental/Vocal Teaching Diplomas currently on offer. In addition to theoretical knowledge, they provide evidence of candidates' practical teaching ability. The structure of the qualifications encourages reflective practice and they are therefore useful as Continuing Professional Development for existing teachers as well as a gateway qualification for new starters.

If I am successful in the LTCL diploma does that mean I automatically get Qualified Teacher Status in the UK?

No. There is currently no qualification which confers Qualified Teacher Status on instrumental/vocal teachers. However the LTCL is generally recognised in the sector as a professional qualification in instrumental/vocal teaching and is fully accredited by the QCA. Teachers wishing to apply for Qualified Teacher Status either need to complete a PGCE or equivalent qualification, or follow one of the routes outlined by the Teacher Training Agency (www.canteach.gov.uk)

Do I have to have any qualifications to start teaching privately in the UK?

No. Private teaching is an arrangement between the teacher and the pupils or pupils' parents, although most pupils or parents will check to see what qualifications any potential teachers have, and professional bodies will ask for qualifications as a pre-requisite of membership.

2. The Assessment

What types of assessment will there be?

Both diplomas are divided into three Units, with a different type of assessment for each. Unit 1 is a written examination, Unit 2 submitted coursework and Unit 3 a practical demonstration plus viva voce.

Does each unit carry the same weight as regards marks?

No. Unit 3 carries the greatest weight at 50%, Unit 2 carries 30% and Unit 1 20%.

What is the pass mark?

The pass mark is 50% and you need to achieve this in all Units to pass the diplomas. If your mark for all units, with the weighting above taken into account, is over 75%, you will be awarded a distinction.

What will examiners be looking for?

The assessment criteria are clearly set out in the syllabus and examiners will mark according to these. What they will look for within each of these criteria is

contained in the Marking Criteria, which are available on the website - www.trinitycollege.co.uk

There are references in the syllabus to knowledge of the National Curriculum. What do I do if the country I work in doesn't have one?

The UK National Curriculum is just one example of a programme of general musical education for children in schools. The intention is to allow you to show that you understand the relationship between the instrumental/vocal teaching you are doing and other musical experiences your students are having, that you see both where you can draw on these other experiences and where you need to take responsibility for their learning of music as a whole. This could be on a national, local or single institutional basis. Examiners will look for a knowledge of how students' general musical knowledge informs instrumental/vocal learning, and also how instrumental/vocal teaching impacts upon the pupil's general musical education.

The syllabus says that question 3 of the written paper covers health & safety and child protection. What are the examiners looking for here?

Sometimes, as in the UK, there is very specific legislation which teachers need to be aware of in relation to both these areas. In other cases, there may be codes of conduct published by either institutions or professional bodies. In all cases the teacher is responsible for the health & safety of the pupil, whether formalised in guidelines/legislation or not. The important thing is to know your responsibilities in these areas both in relation to the situation in the country in which you work, and in relation to your own professional values.

Preparation for this question should cover all of the following:

- Good practice for body use and the avoidance of tension
- Awareness of context
- Ways in which the physical environment impacts on the learning/teaching process
- Awareness of the teacher's obligations/duties within the specific working environment they are in
- Awareness of possible issues to do with child protection/safety even where there is no specific legislation

- The following UK-based organisations provide useful resources on this subject:
- www.artscouncil.org.uk where you can either download or order hard copy of their publication Keeping the Arts Safe
- <http://www.ccpas.co.uk/> has a wealth of resources on child protection
- <http://www.musiciansunion.org.uk/health/welcome.shtml> has specific information on health and safety
- www.youthmusic.org.uk has its own code of practice for music leaders, and also useful links to other resources
- Local Education Authority, school and college codes of practice

3. Practical considerations

Where can I take the examinations?

You can take **Unit 1** (the written paper) at any Trinity centre which offers written examinations. Written examinations are conducted in May and November, with

closing dates approximately 2 months before the examination date. Ask your local representative or Head Office for the next available examination date.

The submitted work (**Unit 2**) can be sent in at any time, enclosing the entry form and fee. You have to submit Unit 2 before you take Unit 3 because the viva voce section of Unit 3 contains questions based on the material submitted for Unit 2.

You may choose to take Unit 2 before attempting Unit 3, in which case you must submit Unit 2 to Head Office with your entry form and fee, at least six weeks before the closing date for the practical session in which you wish to take the unit 3 examination. This is in order to allow time for the result to be issued prior to entry for Unit 3. You will not be able to enter for unit 3 until you have received confirmation that you have passed unit 2.

Alternatively, you may choose to submit Units 2 & 3 simultaneously. In this case, your Unit 2 submission, together with the entry form and fee for both Units, should be sent to the centre where you wish to take the examination in time for the practical closing date at that centre. In this instance, the results for units 2 and 3 will arrive at the same time.

Unit 3 (the demonstration lesson) will normally be arranged at either London, Birmingham or Manchester centres in the UK or a main diploma centre overseas. Candidates should contact their local representative for examination and closing dates. Candidates need to bring their own pupil with them for the demonstration lesson. This does not have to be the same pupil featured in the case study.

Candidates should send in a separate entry form and fee for each unit entered except when entering units 2 and 3 at the same time (see below).

How do I fill in the entry form and when do I send the entry for each unit?

On page 1, insert the Applicant's details, Candidate Details and tick which diploma you are applying for.

On page 2, ignore box A: this only refers to single-unit diplomas. Go straight to box B. Tick the box to indicate which unit you are entering for. Please do not enter or pay for all the units at once: only send the completed entry form and fee for each unit as you enter that unit. You must use a separate entry form for each unit, even if you are entering for more than one unit in the same session.

Your entry for Unit 1 must reach the representative in time for the closing date for written exams in the session in which you wish to take the written exam.

Unit 2 (submitted materials) can be submitted at any time. Send the submitted materials to the representative or to head office along with the entry form and fee for that unit.

The unit 3 entry must reach the representative in time for the closing date for practical exams in the session in which you wish to take the practical exam. Please note that if you are entering unit 3 separately from unit 2, you must pass unit 2 before sending in your entry for unit 3.

If you are entering Units 2 and 3 at the same time, the entry form for Units 1 and 2 should be sent in along with the Unit 2 submitted materials and the cheque for both units, in time for the closing date for the relevant practical examination session.

In box C, list the evidence that you are providing that you have Grade 8 in the instrument you are teaching, and proof of age. Enclose a copy of the certificate and proof of age with the entry form. If you are offering alternative pre-requisites, enter the candidate number which you have been given. You only need to complete the pre-requisites section once: when you enter for subsequent units the computer will remember that your pre-requisites have been approved.

In box D write the fee for the unit(s) you are entering. Use box F to tell us about any requirements for you may have for special needs.

Can I take all three parts of the diplomas in one session?

Yes, but Unit 3 (the practical demonstration and viva) will not be arranged until you have submitted your unit 2 materials and received feedback. The certificate will not be issued until it is confirmed that all three units have been completed.

Do I have to take all parts of the diploma in the same session?

No. Each Unit can be entered separately.

Do I have to take the Units in a particular order?

No. You can take the Units in any order you like, but Unit 2 has to be submitted for marking before you attempt Unit 3 since questions on this form part of the viva voce element of Unit 3.

If I fail a Unit, can I re-take just that one Unit?

Yes, any Unit can be re-taken on its own. Special arrangements apply to candidates who have entered Units 2 & 3 at the same time and failed to pass Unit 2. See page 94 of the current syllabus for details.

Do I have to complete all Units within a certain time?

Yes, within five years.

How long will it take me to do this qualification?

The exact length of time will naturally depend upon the degree and extent of your prior experience, but an average learning path might result in the candidate completing the diploma over the course of a year, one Unit per term.

If the syllabus content and assessment criteria seem familiar to you from past experience, then you are probably in a position to begin preparation for the diploma itself. Bear in mind that for Units 2 & 3 you will need to draw on your current teaching practice in order to fulfil the assessment requirements.

Where do I start?

A useful starting point would be to look carefully at the assessment objectives and content for each Unit and decide how this fits with your own knowledge of teaching and/or your teaching experience. You will then be in a position to assess what you need to do to be fully prepared for the particular requirements of the diplomas. You can then plan your work and set a projected time scale for each Unit.

Appendix 1

ATCL	LTCL (in addition to ATCL statements)
<p>Develop resources in relation to established instrumental/vocal teaching practices</p> <p>Conduct assessments according to existing schemes</p> <p>Conduct initial assessments of students' instrumental/vocal abilities and advise suitable learning opportunities</p> <p>Plan a programme of learning in relation to a set curriculum or published method/examination syllabus</p> <p>Apply suitable teaching techniques for at least two pupils with different levels of experience</p> <p>Keep accurate records of progress to inform choice of teaching materials and motivate learners to achieve targets</p> <p>Know where to access further support for all learners, including those with Special Educational Needs as necessary</p> <p>Demonstrate awareness of the professional considerations applicable to own area of work and where to find suitable guidance on developmental activities in relation to these</p> <p>Create and use opportunities to question own practice and seek audits of own competence from others as appropriate, seeking advice on where to access suitable training</p> <p>Teach music drawn from more than one different style*</p>	<p>Develop and adapt resources to suit individuals' needs, designing original and creative methods for their application</p> <p>Devise and apply own assessment schemes</p> <p>Conduct initial diagnostic assessments of students' performance and general musical abilities, and advise an integrated course of study accordingly</p> <p>Design and plan a scheme of work, taking account of strategic aims within the context of a long-term programme of study</p> <p>Develop and use suitable teaching techniques for at least three pupils with different levels of experience, applying creative solutions to challenges presented in the teaching studio and maximising opportunities for experiential learning</p> <p>Adapt teaching strategies and materials in relation to progress, using continuous assessment to monitor suitability of the learning experience, inspiring all learners to achieve to the best of their ability</p> <p>Understand how personal issues, including Special Educational Needs, impact on the learning process and take appropriate action as required</p> <p>Work within a professional value base, including sensitivity to equal opportunities, and conform to agreed codes of professional practice</p> <p>Consider own professional practice in relation to the major influences upon own area of work, keeping up to date with new developments, and identifying any areas of weakness, together with opportunities for relevant CPD</p> <p>Teach and illustrate music drawn from an increasing variety of differing styles, drawn from more than one genre*</p>

Appendix 2

For the purposes of these qualifications, we have classified genres in five distinct areas, as follows:

- Jazz (including Ragtime, Dixieland, Bebop, Jazz Rock, Fusion, Latin jazz, Avant Garde etc.)
- Popular (including Blues, Reggae, Rock, Heavy Metal, Pop Chart Music, Funk etc.)
- Classical (including Renaissance, Baroque, Classical, Romantic, 20th and 21st Century etc.)
- World musics (including Indian, Chinese, African, Middle Eastern, South Asian, South American, Scottish/Irish folk music, Samba etc.)
- Music for visual media (including film music, computer jingles, advertisements, music for TV, opera, Musical Theatre etc.)

At ATCL, candidates are expected to demonstrate their ability to teach at least two styles of music, which may be drawn from the same genre. At LTCL, candidates are expected to demonstrate their ability to teach across more than one genre.