TLM Level 3 Award in Piano Teaching

The Level 3 Piano Teaching Qualification is created to satisfy the most recent and modern demands in music education, including those for both teaching and learning. The certification offers unmistakable evidence of the candidate's practical methodology and instructional knowledge.

Private instrumental teachers of all ages and genders who want to showcase their musical expertise and pedagogical methods can apply for the Certificate (Piano). The qualification's main objective is to offer unambiguous evidence of the candidates' aptitude for instructing a particular repertoire. The depth of the applicants' video and written materials should be at least as deep as secondary education.

The Regulated Qualifications Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with IPMA (International Professional Music Education Association)

The Learning Machine Ltd (TLM) - Part of the TiftW group of companies

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1. For those in a hurry!

Please read the rest of the book later as the details are important!

1.1	TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
1.2	Learners must demonstrate competence against the assessment criteria from their day-to-day work and the tutor assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Procedures

1.3	The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
1.4	TLM will provide initial training in the pedagogical model, and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

2. Introduction

The Level 3 Piano Teaching Qualifications offer educators the chance to:

- Create educational experiences that connect with your piano students, nurturing the growth of a versatile skill set and vital personal qualities essential for effective and supportive piano instruction.

- Achieve a respected nationally-recognized Level 3 certification in piano pedagogy, demonstrating your expertise and dedication to the world of piano education.

- Foster your own development and enhance your involvement in the art of piano instruction, guaranteeing that you continue to motivate and lead young piano learners effectively.

2.1 **Level 3 Award in Piano Teaching**
The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills.

Mandatory - None
Level 3 Unit 1 Piano Teaching

3. Summary of Qualification Specification

3.1	**Level 3 Award (Annexe A)**

The Level 3 Award is a qualification designed to enhance and develop learners' life skills and build their confidence with an engaging learning journey.

Qualification Title: TLM Level 3 Award in Piano Teaching
Qualification Number: XXXXXXX
Qualification Level: Level 3
Total Credits: 22
Guided Learning Hours: 36
Total Qualification Time: 220
Assessment Methods: Coursework, E-assessment, Portfolio of Evidence

Assessment
Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.
Mandatory - None
Unit 1 – Piano Teaching (22 credits).

3.5	**Assessment**

The internally assessed, externally moderated coursework for all qualifications is pass/fail but by submitting the evidence for external moderation, feedback can be given to the tutor on areas to improve for resubmission.

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by tutor observations, portfolio completed, and or activities in line with the learning materials

The way evidence is gathered is up to the assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes.

If on formative assessment the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

Centres will be subject to the TLM Centre Assessment Standards Scrutiny (CASS) and further details of this, including our centre guidance, is freely available on the TLM website in our Policy Download Centre. https://tlm.org.uk/policy-download-centre/

4. Qualification Content

Mandatory	Optional Unit Bank
XCREDITS	
Level 3 Unit 1 – Piano Teaching	None

5. Support

5.1	There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified tutors, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than "chasing paper". There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.
5.2	**Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.
5.3	The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.
5.4	**Telephone** and e-mail support are available to all Centres. There is a general convention of first-name.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.

6. Registration & Procedures

Registration

6.1 TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications

There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.

Internal standardisation

6.2 The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.

It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.
TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.

Authentication

6.3 All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.

6.4 Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

7. Other Considerations

Access arrangements and special requirements

7.1 All TLM's qualifications are intended to be accessible, as widely as possible.

Please refer to the Annex for further information.

Centres should contact TLM if they have any questions related to accessibility issues

Language

7.2 The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.

Malpractice

7.3 TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at https://tlm.org.uk/policy-download-centre/ Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.

Equality of opportunity

7.4 TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at https://tlm.org.uk/policy-download-centre/

Resources, Support and Training

7.5 A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.

7.6 TLM does not require centres to use Free and Open-Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open-source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

Level 3 Award in Piano Teaching - Unit assessment - coursework guidance

The Level 3 learner has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Holder can interpret relevant information and ideas. Holder is aware of a range of information that is relevant to the area of study or work.

AND/OR

Holder can select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Holder can identify how effective actions have been. Holder can identify, gather and use relevant information to inform actions.

Moderation/verification: The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

General Information

The Level 3 qualification has the following characteristics for learners:

- Achievement at RQF level 3 (EQF Level 4) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
- Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

- The specification for the Level 3 Award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day-to-day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 7 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

Level 3, Unit X – Piano Teaching

1. Understand the musical style and repertoire of the instrument	2. Understand the skills required to evaluate progress	3. Understand the professional qualities needed for Piano Teaching
1.1 I can identify and describe the key characteristics of different musical styles relevant to the instrument I am teaching.	2.1 I can assess a student's technical proficiency and musical interpretation to gauge their progress.	3.1 I can exhibit a high level of professionalism in my interactions with students, parents, and colleagues.
1.2 I can analyse and differentiate between various pieces of repertoire commonly associated with the instrument.	2.2 I can identify areas of improvement in a student's performance and provide constructive feedback.	3.2 I can prioritise the safety and well-being of students, adhering to ethical guidelines and child protection protocols.
1.3 I can demonstrate an understanding of the historical context and cultural influences that shape the musical style of the repertoire.	2.3 I can employ various assessment methods, such as sight-reading, ear training, and music theory, to evaluate a student's overall musical development.	3.3 I can demonstrate strong communication and interpersonal skills to establish a positive and effective teacher-student relationship.
		3.4 I can engage in continuous self-reflection to improve my teaching methods and adapt to the evolving needs of students.
		3.5 I can uphold the values of integrity, empathy, and dedication in my role as a piano teacher.

Teacher Guidance Notes

Level 3, Unit 1 Piano Teaching

1. Understand the Knowledge, Skills, and Behaviour for Piano Teachers

1.1: Identifying and Describing Key Characteristics of Musical Styles

a) Solid Grasp of Musical Styles: To effectively teach students about musical styles, you should have a thorough understanding of various musical genres such as classical, jazz, rock, folk, and more. Stay updated with emerging styles in the world of music.

b) Terminology Proficiency: Be well-versed in musical terminology to accurately describe the key characteristics of each style. This includes understanding terms related to tempo, rhythm, melody, harmony, and instrumentation.

c) Active Listening Skills: Develop your ability to actively listen to music from different styles. Analyse and pick out the defining features of each style, and be able to articulate them clearly to your students.

d) Historical and Cultural Context: Acquire knowledge about the historical context and cultural influences that have shaped various musical styles. This will enable you to provide meaningful context to your students, helping them connect with the music on a deeper level.

1.2: Analysing and Differentiating Repertoire

a) Repertoire Familiarity: Have an extensive knowledge of the repertoire commonly associated with the instrument you are teaching. This includes pieces from different genres, time periods, and difficulty levels.

b) Comparative Analysis: Develop the ability to analyse and differentiate between various repertoire pieces. Understand the compositional techniques, structures, and unique elements of each piece. Teach your students how to make meaningful comparisons.

c) Performance Competence: If applicable to your role, be capable of performing repertoire pieces proficiently. This can serve as a valuable teaching tool and inspiration for your students.

1.3: Understanding Historical Context and Cultural Influences

a) Historical Awareness: Build a strong understanding of the historical context in which musical repertoire was composed. Be aware of major historical events, artistic movements, and cultural shifts that have influenced music.

b) Cultural Sensitivity: Develop cultural sensitivity to recognize how various cultures have contributed to the development of musical styles and repertoire. Understand the significance of cultural diversity in music.

c) Incorporating Context: Be skilled at incorporating historical and cultural context into your teaching. Show students how these factors have shaped musical styles and the repertoire they are learning.

Remember that ongoing self-education and staying up-to-date with developments in the field of music will enhance your ability to meet these criteria effectively as a teacher.

2 Understand the skills required to evaluate progress

2.1: Assessing Technical Proficiency and Musical Interpretation

a) Technical Proficiency Knowledge: To effectively assess a student's technical proficiency, you should have a deep understanding of the technical aspects of the instrument they are learning. This includes knowledge of proper fingerings, hand positions, bowings (if applicable), and other technical nuances specific to the instrument.
b) Musical Interpretation Understanding: Develop the ability to evaluate a student's musical interpretation. This involves assessing their phrasing, dynamics, articulation, and expression. Familiarize yourself with the musical nuances of different repertoire pieces.
c) Performance Analysis: Practice critical listening during student performances. Analyse their technical execution and musical expression. Be able to identify areas where improvement is needed.

2.2: Identifying Areas of Improvement and Providing Feedback

a) Diagnostic Skills: Hone your diagnostic skills to pinpoint areas of improvement in a student's performance. Identify technical weaknesses, intonation issues, rhythmic inaccuracies, and musical interpretation challenges.
b) Constructive Feedback: Develop the ability to provide constructive feedback that is specific, actionable, and supportive. Offer guidance on how students can address their weaknesses and encourage them with positive reinforcement.
c) Goal Setting: Help students set achievable goals for improvement. Assist them in creating a structured practice plan to work on identified areas of weakness.

2.3: Employing Various Assessment Methods

a) Sight-Reading Expertise: If applicable to your teaching, become proficient in sight-reading methods for your instrument. Be able to assess a student's sight-reading skills by providing appropriately graded sight-reading materials.
b) Ear Training Knowledge: Understand ear training principles and exercises related to your instrument. Assess a student's ability to recognize pitches, intervals, and musical phrases by ear.
c) Music Theory Proficiency: Familiarize yourself with music theory concepts relevant to your instrument. Utilize music theory assessments to evaluate a student's understanding of key signatures, scales, chord progressions, and other theoretical elements.
d) Comprehensive Assessment: Combine various assessment methods, including technical proficiency evaluation, musical interpretation analysis, sight-reading, ear training, and music theory assessments, to get a holistic view of a student's musical development.
e) Record Keeping: Maintain records of your assessments and progress tracking. This will help you monitor a student's development over time and tailor your instruction accordingly.

Remember that effective assessment and feedback are essential for guiding students on their musical journey. Continuously refine your assessment techniques and adapt your feedback to each student's unique needs and goals.

3 Understand the professional qualities needed for Piano Teaching:

3.1: Exhibiting High Level of Professionalism

a) Professional Conduct: Maintain a professional demeanour in all interactions with students, parents, and colleagues. Be punctual, respectful, and reliable in your commitments.
b) Ethical Standards: Familiarize yourself with ethical guidelines specific to teaching and adhere to them. Uphold a high standard of ethics in all aspects of your teaching, including assessment, communication, and student interactions.

c) Conflict Resolution: Develop skills for resolving conflicts or disputes in a professional and constructive manner. Be open to addressing concerns and finding mutually beneficial solutions.

3.2: Prioritizing Safety and Well-being

a) Child Protection Knowledge: Stay well-informed about child protection protocols and safety guidelines. Ensure a safe and secure learning environment for your students.
b) Emergency Preparedness: Be prepared to handle emergencies or unexpected situations. Familiarize yourself with first aid procedures and have a plan for addressing health or safety issues.
c)

3.3: Demonstrating Strong Communication and Interpersonal Skills

a) Effective Communication: Develop effective communication skills, both verbal and non-verbal, to establish clear expectations and instructions for your students.
b) Active Listening: Practice active listening when students express their concerns, questions, or feedback. Show empathy and understanding in your responses.
c) Empathy and Patience: Cultivate empathy and patience when working with students of varying abilities and backgrounds. Tailor your teaching approach to meet individual needs.

3.4: Engaging in Continuous Self-Reflection

a) Self-Reflective Practice: Regularly reflect on your teaching methods and effectiveness. Be open to self-assessment and feedback from students, peers, or mentors.
b) Professional Development: Commit to ongoing professional development to stay current with teaching methodologies, technology, and pedagogical advancements. Attend workshops or training sessions as needed.

3.5: Upholding Values of Integrity, Empathy, and Dedication

a) Integrity: Maintain a high level of integrity in all aspects of your teaching. Be honest, transparent, and fair in your interactions and assessments.
b) Empathy: Cultivate empathy in your teaching practice. Understand the challenges and aspirations of your students and support them with compassion.
c) Dedication: Demonstrate dedication to your role as a piano teacher. Show a genuine commitment to helping your students succeed and achieve their musical goals.

Remember that being a piano teacher is not just about imparting musical knowledge but also about being a positive role model and mentor. Uphold these values and qualities to create a nurturing and enriching learning environment for your students.

Accessibility Policies

TLM firmly believes that every learner should have an equal chance to excel in their studies and assessments, regardless of any disabilities they may have. To achieve this goal, TLM has developed a comprehensive and well-structured reasonable adjustment policy that is specifically tailored to cater to the needs of learners with disabilities. This policy is not only an essential aspect of TLM's commitment to inclusivity but also an integral part of creating a diverse and accessible learning environment.

The reasonable adjustment policy is designed to support learners with disabilities in various ways. It encompasses a range of accommodations, such as providing additional time for examinations, offering alternative formats for study materials, permitting the use of assistive technology, arranging for sign language interpreters, and ensuring accessible physical facilities. The implementation of these reasonable adjustments is meticulously carried out to ensure that they meet the individual needs of each learner, acknowledging the unique challenges they may face.

TLM is dedicated to making the reasonable adjustment process transparent and easily accessible for all stakeholders. Thus, the details of the policy are made readily available to all, including learners, educators, and TLM Centres. These details can be found on TLM's official website, ensuring that everyone is well-informed about the support and accommodations available to learners with disabilities.

Additionally, TLM Centres play a crucial role in facilitating this process. They are empowered to submit requests for other reasonable adjustments on behalf of learners, based on their specific requirements and circumstances.

TLM firmly believes that promoting a culture of inclusivity and understanding is fundamental to fostering an environment where learners can thrive, irrespective of their abilities or disabilities. By continuously evaluating and refining its reasonable adjustment policy, TLM ensures that it remains up-to-date with the best practices in the field of inclusive education.

TLM Qualifications is deeply committed to its duty as an awarding organisation to provide reasonable adjustments for learners with disabilities in accordance with the Equality Act 2010. By adhering to its comprehensive reasonable adjustment policy and collaborating closely with TLM Centres, TLM strives to create a learning landscape that supports and empowers all learners, ensuring they can reach their full potential and achieve academic success

TLM Accessibility Policy: https://tlm.org.uk/policies/general-requirements-for-regulated-qualifications/#3

TLM reasonable adjustment policy: https://tlm.org.uk/reasonable-adjustments-and-special-considerations-policy-2/

TLM reasonable adjustments request form: https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx

TLM reasonable adjustments request form: https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx