The specification for:

Level 3 Award in Choral Singing

The Level 3 Award in Choir Singing Qualification is designed to support individuals passionate about the world of choir singing, whether you are an experienced singer or someone aspiring to explore the art of harmonious melodies. This qualification will provide you with the guidance and expertise needed to excel in your journey.

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

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 teacher 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 Award in Choir Singing Qualification is designed to empower learners in nurturing the talents and potential in the world of choir singing. This qualification aims to equip centres with the essential knowledge and techniques to guide both experienced singers and aspiring individuals towards excellence in this art form.

This syllabus has been designed to emphasise the significance of creating a safe and secure environment for all performers, while exploring vocal techniques, harmony, stage presence, and musical interpretation. By fostering a deep appreciation for the craft and instilling safety practices at its core, you will be able to instil confidence and skill in learners, preparing them to captivate audiences and excel in their choral endeavours. They give learners the opportunity to:

- engage in learning that is relevant to them and that will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for safe working practises

- achieve a nationally-recognised Level 3 qualification

- develop their own personal growth and engagement in learning.

2.1 **Level 3 Award in Choral Singing**

The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills. The qualification covers various aspects of choir singing, from vocal techniques and harmony to stage presence and musical interpretation. Demonstrating a deep appreciation for the craft and instilling key skills at its core, learners will emerge as confident and skilled choir singers, ready to embrace the spotlight or blend harmoniously within a group.

Mandatory

Unit 1 – Choir Singing (22 credits).

3. Summary of Qualification Specification

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

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Qualification Title: Level 3 Award in Choral Singing

Qualification Number: XXX/XXXX/X
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 Unit: Unit 1 – Choir Singing (22 credits)

3.5	**Assessment**

The internally assessed, externally moderated coursework for all qualifications is Pass/Merit/Distinction.

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by teacher 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 moderation 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 (for reference)
1 CREDITS	**None**
Unit 1 Choir Singing (22 credits).	

5. Support

	Guidance and Assistance
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 teachers, 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 firstname.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.

Annexe A

Level 3 Award in Choral Singing- 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 8 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?

Mandatory Unit 1 – Level 3, Unit 1 – Choir Singing

1. Perform musical works of the prepared programme in a variety of styles set for advanced level	2. Demonstrate skills and technical control on choral singing	3. Perform and response to technical works
1.1 I can showcase a deep understanding of the characteristic of the music and with stylistic interpretation	2.1 I can showcase a solid command of choral singing	3.1 I can demonstrate strong technical facility with fluency and accuracy
1.2 I can demonstrate a secure control of accuracy and technical fluency	2.2 I can demonstrate effective control and facility of vocal and choral demands	3.2 I can perform technical works with great control and attention to details
1.3 I can convey effective musical characters in a variety of styles, with great attention to musical details such as dynamic and articulation	2.3 I can showcase of strong discipline and with acute responses	3.3 I can perform with distinct tone and balance

Teacher Guidance Notes

Level 3, Unit 1 – Choir Singing

1 Perform musical works of the prepared programme in a variety of styles set for advanced level

1.1: Showcasing Deep Musical Understanding and Stylistic Interpretation

Guidance: Begin by nurturing participants' profound connection to the music they perform. Encourage them to delve into the historical, emotional, and cultural contexts of the pieces, and empower them to develop unique stylistic interpretations.

Activities:

Initiate in-depth discussions about the historical context, composer's intentions, and stylistic characteristics of the music.

Encourage participants to explore different perspectives by analysing various interpretations and sharing their insights.

Assign projects that encourage participants to research the cultural background of the music and incorporate stylistic nuances into their performances.

1.2: Demonstrating Secure Control of Accuracy and Technical Fluency

Guidance: Guide participants in refining their technical prowess and control over their instruments or vocals. Encourage them to achieve a seamless balance between technical precision and expressive artistry.

Activities:

Provide advanced technical exercises that address participants' specific challenges and push their technical boundaries.

Assign repertoire that requires intricate technical execution, fostering heightened fluency and mastery.

Facilitate targeted coaching sessions to fine-tune technical aspects while maintaining artistic integrity.

1.3: Conveying Effective Musical Characters with Great Attention to Details

Guidance: Help participants embody the essence of diverse musical styles, demonstrating exceptional attention to nuances such as dynamics, articulation, and phrasing. Encourage them to create emotionally engaging performances.

Activities:

Lead workshops that explore the intricacies of various musical genres, focusing on the distinctive musical elements that define each style.

Assign pieces that span different historical periods and encourage participants to delve into the emotional intricacies of each style.

Facilitate group discussions where participants analyse masterful performances and discuss how musical details contribute to compelling interpretations.

2 Demonstrate skills and technical control on choral singing

2.1: Demonstrating a Solid Command of Choral Singing

Guidance: Initiate a comprehensive exploration of advanced choral singing techniques. Encourage participants to showcase a strong command over vocal blending, intonation, and musical expression within the ensemble context.

Activities:

Lead vocal warm-up sessions that address advanced techniques like tuning, vowel unification, and choral balance.

Assign choral repertoire that demands sophisticated vocal control and unity, highlighting the power of collective singing.

Organise ensemble listening sessions where participants analyse professional choral performances and discuss their observations.

2.2: Demonstrating Effective Control and Facility of Vocal and Choral Demands

Guidance: Guide participants in mastering complex vocal demands within the choral setting. Emphasize the importance of individual vocal development while enhancing the ensemble's cohesion and performance quality.

Activities:

Offer exercises that challenge participants' vocal agility, harmonization, and expressive techniques within the choral context.

Assign diverse choral repertoire that showcases participants' control and facility across various vocal ranges and styles.

Provide feedback that addresses both technical growth and ensemble collaboration during rehearsals and performances.

2.3: Showcasing Strong Discipline and Acute Responses

Guidance: Cultivate a culture of unwavering discipline and prompt responsiveness within the choral ensemble. Reinforce the connection between personal commitment and collective excellence.

Activities:

Establish clear expectations for punctuality, rehearsal preparation, and attentive participation.

Engage participants in discussions about the significance of discipline in elevating choral performance and fostering unity.

Facilitate peer-led discussions where participants share effective strategies for maintaining discipline and optimizing rehearsal time.

3. Perform and response to technical works

3.1: Demonstrating Strong Technical Facility with Fluency and Accuracy

Guidance: Lead participants in honing their technical skills to an advanced level, with an emphasis on seamless fluency and precise accuracy. Encourage consistent practice and meticulous attention to detail for exceptional technical mastery.

Activities:

Provide advanced technical exercises that target specific challenges and promote advanced instrumental or vocal fluency.

Encourage participants to incorporate advanced scales, arpeggios, and passages into their daily practice routines.

Facilitate individualized coaching sessions to address technical nuances and foster greater control.

3.2: Performing Technical Works with Great Control and Attention to Details

Guidance: Guide participants in harnessing their technical prowess to enhance their musical performance. Emphasize the importance of meticulous attention to dynamics, phrasing, and articulation within technically demanding pieces.

Activities:

Assign technically intricate works that require participants to display refined control over dynamics, articulation, and intricate passages.

Provide exercises that focus on specific technical challenges within their chosen repertoire, encouraging mastery of these sections.

Offer insights into interpreting and communicating the subtleties of challenging technical passages to elevate the overall performance.

3.3: Performing with Distinct Tone and Balance

Guidance: Assist participants in honing their tone production and achieving a harmonious balance within the ensemble. Encourage them to cultivate a rich and expressive tone while contributing to a cohesive musical blend.

Activities:

Introduce advanced vocal or instrumental warm-ups that emphasize tone quality, resonance, and control.

Assign ensemble exercises that demand a refined tonal balance in both solo and ensemble contexts.

Engage participants in discussions about the art of phrasing and interpretation as tools to achieve distinct tonal expression.

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