

ATTCI Teaching LTCL

The Course

theatrix

Overview

Trinity Guildhall's examinations at Associate and Licentiate diploma levels provide a scheme of assessment in a range of performing arts disciplines at comparable standards to higher education studies.

Admission to the course

Candidates are admitted to the course at the discretion of the Course Leader and the Theatrix Principal. Candidates will provide evidence that they comply with the Trinity Guildhall course prerequisites. They will also be subject to clearance by the Criminal Records Bureau (CRB).

Tuition, teaching experience and study time

Candidates will normally complete the course in one year comprising two 12 week and one 10 week term. All candidates will have a weekly 1.5 hour session with the Course Leader and, from week 3, will have a weekly 1.5 hour commitment to teaching experience. LTCL candidates will have an additional weekly 0.5 hour session with the Course Leader in the first two terms and an additional weekly 1.5 hour session in the third term. All candidates will be required to undertake a considerable amount of private study.

Using Theatrix as a resource

Under the guidance of the Course Leader candidates can

- teach Theatrix classes and individual students to gain their required teaching experience
- choose the age ranges to teach that are appropriate to their training objectives
- observe the teaching of the wide range of ages in other Theatrix classes and teaching situations
- talk to and gain guidance from experienced Theatrix tutors
- observe workshops, rehearsals, productions, corporate work and other Theatrix activities

The students in Theatrix classes range from 5 to approximately 19 years old. There are 16 one hour classes per week with 10-12 students in each class. Theatrix also teaches young students and adults on one-to-one and small group (maximum 3) bases.

Using The Abbey Theatre

The course is based at The Abbey Theatre in St Albans. The candidates' workspace will be the theatre's high standard rehearsal rooms and performance spaces. There is a 240-seat proscenium arch theatre and a 70-seat studio theatre, both fully equipped with sound and lighting facilities.

Academic Progress

A candidate's academic progress will be subject to continuous review and s/he will be given regular opportunities to discuss progress. A candidate is encouraged to discuss with the tutor(s) any query or concerns s/he may have regarding the course.

Course regulations

The Trinity Guildhall assessment requirements involve specified teaching experience with individuals and groups of pupils. Regular and punctual attendance at those sessions and in the preparatory and follow-up sessions with the Course Leader is essential. The necessary professional standards will include support for the Theatrix tutors in charge of the teaching practice groups and students. Submission dates for internal assessments will be given and should be met. In exceptional circumstances if there is a risk that a deadline will be missed an extension to the submission date should be sought from the Course Leader.

Notification of absences

A candidate is required to notify the Course Leader if s/he is going to be absent from any lesson or lessons.

Course Fees

Course Fees are payable in two equal instalments. The first instalment must be paid prior to the beginning of the candidate's first term. The second instalment must be paid prior to the beginning of the candidate's second term. We reserve the right not to admit a candidate to a class where outstanding fees have not been paid.

Examination Entry Fees

Examination Entry Fees are payable in full prior to the submission of the Trinity Guildhall Entry.

Payments

Please make all cheques payable to Theatrix. Payment, with the completed invoice return slip should be sent to Theatrix, 198 Sandridge Road, St Albans AL1 4AL. If you are paying by cash, please ask for a receipt as mistakes cannot be rectified later if there is no record of payment. If a candidate encounters a financial difficulty that is likely to prejudice his/her ability to pay a fee, s/he must contact Dennis O'Connell-Baker on 01727 860217 immediately to discuss the matter.

Notice to leave

A half-term's notice is required in writing if a student intends to leave. Otherwise, Theatrix reserves the right to retain any fees already paid or to charge a half year's fee in lieu of notice, unless a mutual arrangement has been agreed.

Respect

A candidate is required to respect all academic and professional requirements of the course. Theatrix is firmly committed to the promotion of equality of opportunity for all its students and candidates are expected to support this commitment. Theatrix reserves the right to ask any candidate to leave the course if his/her behaviour is disruptive or adversely affecting the work or welfare of colleagues. Candidates are also required to comply with the rules and regulations of The Abbey Theatre Trust in respect of its premises.

Syllabus - Introduction

Aims

This qualification is evidence that the candidate can plan and deliver a taught programme for a specific learner or group of learners in a given setting and reflect upon its effectiveness. The qualification is of particular value to those working with individuals and small groups in studios, young peoples' theatre and colleges. Its assessment standards are comparable to those of other qualifications available at Level 4 in the National Qualifications Framework or to the first year of degree-level study.

Prerequisites

The minimum age for this qualification is 18 years on date of registration. There are no formal prerequisites but candidates are advised to gain Grade 8 in Speech and Drama or equivalent qualifications/experience.

Learning outcomes

For successful completion of this qualification candidates will be able to:

- execute teaching work effectively in the field of Speech and Drama
- use a wide range of teaching materials
- execute work effectively at an appropriate professional level, working in response to larger structures, and/or directions of others
- demonstrate an awareness of the wider context of the material they are working with, especially in relation to the performing arts and education in general
- conduct investigative projects and develop new approaches to present concepts to students
- demonstrate command of subject knowledge and the ability to plan work for others to achieve set goals.

Structure and marking scheme

This qualification comprises three units, all of which must be passed for successful completion of the award.

Unit 1	Principles of Teaching (written paper)
Unit 2	Teaching experience (submitted materials)
Unit 3	Practical applications (demonstration and viva voce)

To achieve a pass overall, candidates must achieve 50% of the marks available in each unit. To be awarded a Distinction, candidates must pass each unit and must achieve an overall mark of 75% or above, but need not achieve 75% or more in every unit. The units may be taken in any order and must be completed within three years from the date of the first submission.

Assessment criteria

Each unit is defined in terms of assessment objectives and these are measured using the following criteria:

- knowledge and understanding of teaching techniques, roles and contexts
- communication
- planning and contextual awareness
- integration of skills, knowledge and awareness.

At ATCL, candidates should be able to demonstrate their teaching skills and reflect critically on their own practice.

The units may be taken in any order and must be completed within three years from the date of the first submission.

Syllabus - Unit 1

Unit 1 - Principles of teaching

This is a written paper of two hours.

Assessment objectives

The candidate should demonstrate:

- knowledge and understanding of the physiological and artistic bases of safe work in voice, speech, performance and recent approaches to acting
- ability to choose suitable teaching methods for communicating material
- awareness of the context of the teaching transaction, including understanding of legislation that impacts on the work of a teacher such as that concerning Health and Safety and child protection.

The following guidance is indicative of the tasks and topics which will be varied from time to time.

Candidates will be required to answer four questions in total, from the following three categories:

Category 1 (two questions) focuses on the relationship between theory and practice of teaching, in two of the following contexts:

- private studio
- community/youth work
- youth performing arts course
- amateur theatre
- school drama groups and colleges.

Candidates will typically cover the following areas in their response:

- strategies for group teaching
- extension activities
- motivation and encouragement of independent learning
- guiding learners to structure practice
- encouraging self-directed learning through discovery (encounter rather than instruction)
- providing appropriate feedback.

Category 2 (one question) will enable candidates to demonstrate their subject-specific knowledge, including:

For Speech and Drama:

- vocal and physical skills
- improvisation
- different approaches to drama and performing literature
- response to a variety of stimuli
- appropriate material for different learning and performing contexts.

For Theatre Arts:

- vocal and physical skills
- various forms of improvisation
- theatre games, the role of music and dance in theatre
- the use of experiential learning and demonstration
- appropriate material for different learning and performing contexts.

Category 3 (one question) will relate to the wider context in which teaching and learning take place, including:

- fostering positive working relationships
- creating an inspiring, productive and safe working environment
- encouraging critical appraisal and individual response
- working in a multicultural and open access environment
- encouragement of healthy and safe use of vocal and physical resources.

Syllabus - Unit 2

Unit 2 - Teaching experience

Assessment objectives

The candidate should demonstrate:

- knowledge and understanding of various strategies for teaching
- ability to plan a course of study with projected outcomes
- awareness of the teacher/learner relationship and ability to assess individuals as part of a group using both formative and summative strategies.

2.1 Case Study

The candidate will submit two case studies focusing on the candidate's teaching of:

- one pupil whose lessons cover a minimum of 10 hours' verified teaching time
- a group of pupils at (minimum three pupils) at a different stage of learning to the individual pupil, whose lessons cover a minimum of 10 hours' verified teaching time.

The two case studies will take the form of a written project of approximately 3000 words in total, covering both the individual pupil and the group. Details of theatre games, exercises, repertoire, and learning records may be included as appendices which are not included in the word count.

Using a structured format, tabulated where appropriate, the written project will include for each case study, the following elements:

- description of pupil(s); age, gender, ethnicity, learning stage, spoken English ability, special needs provision where appropriate
- description of learning to date; content, lesson objectives, assessment of outcomes, examples of records of learning
- lesson plans for five future sessions; aims, content, needs/materials, methods of assessment, projected outcomes, brief projection of future developments.

This data must be validated by a Head of Department, Senior Teacher, Supervisor or Studio Director with a signed summary statement confirming that the candidate's report is a true record of the work undertaken.

The case study will typically provide evidence of the candidate's ability to:

- analyse pupils' abilities, experience, and aspirations
- assess needs and set precise learning outcomes
- plan two courses of five sessions each with sample activities and repertoire, giving reasons for choice
- maintain a learning record, shared by pupil(s) and teacher
- evaluate teaching and learning using procedures compatible with the learning programme, giving evidence of the required learning outcomes
- encourage pupil(s) to evaluate their own performance
- set targets for the following term's learning, based on the assessment and evaluation conducted.

2.2 Materials Project

The materials project **must** be submitted at the same time as the written project of case studies.

The candidate will submit **two** examples of original teaching materials used and developed with the pupil(s) in the case studies. These may include, for example, original repertoire, practical exercises and games. Each item must be accompanied by a short description, each of about 250 words, covering the following:

- its purpose
- techniques for use
- evaluation of its fitness for purpose
- links to other resources.

Physical objects, photographs, tapes, CDs or versions of text, should be supplied in an appendix and not included in the word count.

For guidance on the preparation of submitted work, see Appendix 3 of the Trinity Guildhall Diplomas in Drama and Speech Subjects 2009 - see p13.

The case studies and the materials project must be typed or word processed using double spacing with wide margins on single-sided A4 paper and bound together within a single soft cover.

Syllabus - Unit 3

Unit 3 - Practical applications

This unit involves a demonstration before the examiner (30 minutes), followed by a viva voce of 15 minutes.

Assessment objectives

The candidate should demonstrate:

- knowledge and understanding of effective and appropriate teaching techniques
- ability to communicate and present materials clearly, adapting materials and mode of delivery to suit individual learning needs
- awareness of professional values.

3.1 - Demonstration (30 minutes)

Candidates will lead one session of 30 minutes' duration guided by an outline or lesson plan, a copy of which has been provided for the examiner. Candidates may choose to teach either an individual pupil or a group, a profile of whom will be attached to the examiner's copy of the lesson plan.

Candidates are required to work with the pupil(s) on at least one piece of dramatic material or literature or speech or talk that they have prepared and to use improvisation or impromptu creativity. The session may be related to the candidate's specialism, e.g. dance/movement, acting, singing or communication skills. An over-rehearsed lesson may limit a realistic demonstration of teaching skills and pupil response.

The demonstration lesson does not necessarily need to relate to the pupils and lessons outlined in 2.1 or the original materials in 2.2.

3.2 - Viva voce (15 minutes)

The examiner will initiate a discussion with candidates about the demonstration lesson, with specific reference to issues arising from it. The examiner will explore with candidates possible areas for improvement and development, encouraging them to comment on concrete examples and to draw on a wider frame of reference. Candidates will be expected to evaluate their own performance, identifying weaknesses, suggesting both improvements and suitable further training.

In this component, candidates will be expected to demonstrate:

- positive response to feedback
- evaluation of their teaching
- realistic target setting for continuing professional development
- professional value systems and standards
- reference to a variety of different teaching methods/ approaches.

For guidance on depth of response required in the viva voce component, see Appendix 2 of the Trinity Guildhall Diplomas in Drama and Speech Subjects 2009 - see p13.

Syllabus - Introduction

Aims

This qualification is evidence that the candidate can plan and deliver a taught programme for a range of learners, learner groups and settings and can evaluate their effectiveness. It is suitable for those who will take responsibility for planning and teaching Speech and Drama, Musical Theatre, Performance Arts, Applied Drama or Communication Skills in schools, colleges, private studios and theatre education departments. Its assessment standards are comparable to those of other qualifications available at Level 6 in the National Qualifications Framework or to the final year of degree-level study.

Prerequisites

The minimum age for this qualification is 19 on the date of registration. Candidates are required to hold an ATCL in Performing or Teaching (Speech and Drama, Musical Theatre, Theatre Arts or Communication Skills) or equivalent vocational qualification, or have Approved Prior Learning. Candidates who have not taken the ATCL Teaching are advised to study the syllabus set out on previous pages as background on levels of knowledge, awareness, expectations and range of tasks which need to be built on for the LTCL Teaching diploma.

Learning outcomes

For successful completion of this qualification candidates will be able to:

- engage effectively in a range of teaching environments
- execute work effectively with a high degree of professionalism, taking full responsibility for the teaching environment
- integrate complex material into the learning process
- demonstrate a high level of creativity and originality in developing and presenting media, materials and concepts
- reflect critically upon their own practice and that of others
- demonstrate command of subject knowledge and commensurate confidence in developing the skills and knowledge of the learners, providing inspiration and motivation
- teach skills, understanding and knowledge based on familiarity with current and historical literature in the relevant subject.

Expectations

Candidates who pass will show clear evidence of knowledge and understanding and relevant reading, with some development of ideas, critical comment or methodology. Candidates will make the aims of the practical work explicit, and will demonstrate organisational ability and self-awareness in planning, implementing and/or evaluating educational practices. Lesson plans, schemes of work, assessment procedures or any other material will be clearly presented, although critical discussion of them may be limited. The practical work will be suitable for chosen age, ability, nationality or other characteristics of the students, although reasons for its suitability may not be explicit. Within these limitations there will be indications that the candidate has grasped fundamental concepts and procedures in the field.

Structure and marking scheme

This qualification comprises three units, all of which must be passed for successful completion of the award.

Unit 1	Principles of Teaching (written paper)
Unit 2	Teaching experience (submitted materials)
Unit 3	Practical applications (demonstration and viva voce)

To achieve a pass overall, candidates must achieve a pass in each unit. The pass mark is 50% of the marks available. To be awarded a Distinction, candidates must pass in each unit and must achieve an overall mark of 75% or above, but need not achieve 75% or more in every unit.

The units may be taken in any order and must be completed within three years from the date of the first submission.

Assessment criteria

Each unit is defined in terms of assessment objectives and these are measured using the following criteria:

- knowledge and understanding of appropriate teaching techniques
- communication
- planning and awareness of the needs of students
- integration of skills, knowledge and awareness.

At LTCL, candidates should be able to reflect critically upon their work and that of others in addition to being able to demonstrate their knowledge, understanding and teaching skills.

Syllabus - Unit 1

Unit 1 - Principles of teaching

This is a written paper of two and a half hours.

Assessment objectives

The candidate should demonstrate:

- A high knowledge and understanding of performance and communication skills and of the role in education of speech and drama, musical theatre, or performance arts (as appropriate)
- ability to plan and select appropriate methodologies to deliver a course of study with projected outcomes
- knowledge of suitable teaching literature and understanding of legislation that impacts on the work of a teacher (such as that concerning Health and Safety and child protection), drawing on a high level of judgement in critical situations.

Candidates will be required to answer **three** questions in total.

Questions 1 and 2 will relate specifically to their chosen specialism:

For Speech and Drama

Examination questions will typically cover some of the following topics:

- techniques for the safe and effective use of voice in speech and drama education
- teaching and performance of Shakespeare
- suitable material for teaching including contemporary drama and literature from the candidate's own cultural background
- theatre forms from Ancient Greece to the present day and their relevance to current performance practice
- improvisation and creative approaches to speech and drama teaching.

For Performance Arts

Examination questions will typically cover some of the following topics:

- techniques for the safe and effective use of voice and body in performance arts education
- teaching and performance of a wide range of performance arts material
- historical development of theatre forms and their relevance to current practice
- teaching of contributory (practical and/or technical) performance arts skills.

For Applied Drama

Examination questions will typically cover some of the following topics:

- techniques for the safe and effective use of voice and body in the context of applied drama
- teaching and performance of applied drama material
- the theory and practice in the use of drama as a learning medium in, for example, school curriculum subjects, including citizenship and sex education, in promoting life skills and social cohesion, in prisons or with deprived communities or with children or adults with special needs or in language learning
- historical perspectives on drama that has social, religious, political or propagandist purposes.

Question 3 will cover some of the following

- understanding of equal opportunities and inclusion related to pupils from different cultural backgrounds
- awareness of legislation that impacts on the work of teachers including aspects relating to Health and Safety and child protection (questions will be framed to enable candidates to relate to legislation and/or practices in their own country).
- awareness of how a teacher's work fits into broader contexts including that of the community
- knowledge of other dramatic experiences including those in the national curriculum and other relevant performing arts qualifications.

Syllabus - Unit 2

Unit 2 - Teaching experience

Assessment objectives

The candidate should demonstrate:

- knowledge and understanding of various strategies for teaching groups and individuals which underpin the profession
- ability to choose suitable teaching methods for communicating material, drawing on a substantial range of approaches in handling complex and unpredictable situations
- full responsibility for the learning environment, demonstrating the ability to assess individuals as part of a group using both formative and summative strategies.

2.1 Case Studies

The candidate will submit **three** case studies focusing on three Groups of students at different stages of learning. The minimum group size is three students. The following are examples only:

- one relatively inexperienced group
- one group preparing for a performance or other public event such as a debating contest
- one group engaging in a creative improvisation-based project
- one group of learning English through drama
- one group engaged in making puppets, a puppet theatre and/or developing a script for a performance.

The candidate must teach each of the three groups. Each group must be taught for a total of at least 10 contact hours. The total contact time for the three groups is a minimum of 30 hours.

Candidates must focus at least two of the case studies on their main subject area. However, to allow for further diversity in teaching skills and experience, the third case study may be based on any other subject area of this diploma.

The three case studies will take the form of a written project of approximately 5000 words. Details of theatre games, exercises, examples of repertoire, learning records, etc may be included as appendices, which are not included in the final word count. Where appropriate, bullet points or a tabulated format may be used. A bibliography must be supplied as an appendix.

Using a structured format, tabulated where appropriate, the written project will include for each case study, the following elements:

- description of pupils
- analysis of learning to date and future needs
- description of teaching methods and techniques
- analysis of relationship of chosen teaching method to learners' needs
- lesson plans for at least five lessons with projected outcomes
- materials/resources produced and used
- any documentation shared by teacher and pupils as a record of learning (may be included as an appendix)
- analysis of extent to which learning outcomes have been achieved including the assessment of individuals as part of a group using both formative and summative strategies
- the records of a summative assessment, conducted at the end of the study period
- goals for the following term based on the assessment.

This data must be validated by a Head of Department, Senior Teacher, Supervisor or Studio Director with a signed summary statement confirming that the candidate's report is a true record of the work undertaken.

2.2 Scheme of work

Candidates will devise a comprehensive scheme of work relevant to Grade 4-5 in Speech and Drama or Performance Arts as offered by any board recognised by QCA in the UK, or a component of a relevant GCSE qualification, or another national equivalent. The material should cover at least one term's study. In addition, candidates will create one example of an original teaching resource with a statement relating to its purpose and appropriate teaching techniques for its use.

The length of the scheme of work and the teaching resource must be approximately 1,500 words.

The scheme of work may relate to one of the case studies as follow-on work. It must be related to a specific syllabus and its particular tasks and objectives, including learning outcomes and assessment criteria. The focus must be on how these are to be achieved through the chosen teaching methods rather than on detailed lesson plans.

The case studies and scheme of work must be submitted at the same time and all units must be completed within three years of the first submission.

For guidance on the preparation of submitted work, see Appendix 3 of the Trinity Guildhall Diplomas in Drama and Speech Subjects 2009 - see p13.

Syllabus - Unit 3

Unit 3 - Practical applications

Assessment objectives

The candidate should demonstrate:

- knowledge and understanding of effective and appropriate teaching techniques
- ability to communicate and present materials clearly, adapting materials and designing appropriate approaches to suit individual and group learning needs
- awareness of career opportunities and professional values.

3.1 - Demonstration (40 minutes)

For Speech and Drama and Performing Arts candidates

Candidates will teach a lesson of 40 minutes' duration with a class of 10 or more students. The lesson must be supported by a lesson plan, with clear statements of desired learning outcomes, and must demonstrate all the values embedded in this qualification. A degree of spontaneity and the ability to build creatively on the unexpected are looked for in the demonstration of teaching skills and pupil response.

For Applied Drama candidates

The candidate will teach a lesson of 40 minutes' duration with a class of 10 or more students. The lesson will develop, through discussion and improvisation, to an early rehearsal stage, a devised dramatic scenario where collective action is required to solve a problem or is related to other contexts where drama as a learning medium might be applied.

The lessons in all subject areas must be balanced, and show due attention to the following areas:

- skill acquisition and development
- group work
- appraising, including encouragement of pupils' own self-evaluation skills
- use of improvisation or impromptu work
- performance and communication skills, using vocal and physical resources
- imaginative use of textual material (where appropriate)
- creative ideas developed by pupils
- safe and effective use of space
- learning through activity.

3.2 - Viva voce (20 minutes)

The examiner will discuss with candidates the demonstration lesson with specific reference to issues arising from it.

Candidates will be required to evaluate and discuss their teaching and discuss how their thinking and practice have developed over the study period. The examiner will explore with candidates possible areas for improvement and development, encouraging them to comment on concrete Examples, and to draw on a wider frame of reference.

Candidates will be expected to identify strengths and weaknesses, suggesting means of developing their skills through professional development. The discussion will open out into wider issues of learner development, professional practice, etc.

For guidance on depth of response required in the viva voce component, see Appendix 2 of the Trinity Guildhall Diplomas in Drama and Speech Subjects 2009 - see p13.

ATTCI Teaching LTCL

The Theatrix Year 2008-2009



Autumn Term 2008

Monday 15 September to Saturday 13 December inclusive. There are **twelve teaching weeks** this term.

Half Term Monday 27 October to Saturday 1 November.

Trinity Guildhall Examinations Wednesday 3 and Thursday 4 December.

Spring Term 2009

Monday 5 January to Saturday 4 April inclusive. There are **twelve teaching weeks** this term.

Half Term Monday 16 February to Saturday 21 February.

Trinity Guildhall Examinations To be arranged.

Summer Term 2009

Monday 20 April to Monday 4 July (to be confirmed). There are **ten teaching weeks** this term.

May Bank Holiday Monday 4 May. **Half Term** Monday 25 May to Saturday 30 May.

Trinity Guildhall Examinations To be arranged.

Venue for classes

The Abbey Theatre, Westminster Lodge, Holywell Hill, St Albans AL1 2DL.

Classes Timetable

Day	Time	Class	Age Guide	Tutor
Monday	4.30-5.30	The Rose	10-12	Rosemary Goodman
Tuesday	5.30-6.30	The Pembrokes	13-15	Miriam Simmons
Tuesday	5.30-6.30	The Curtain	15+	Sandy King
Wednesday	4.45-5.45	The Chapel Children	7-10	Miriam Simmons
Wednesday	6.00-7.00	The Swan	9-11	Miriam Simmons
Thursday	4.30-5.30	The Little Eyes	5-7	Miriam Simmons
Thursday	5.30-6.30	The Lincolns	11-13	Miriam Simmons
Friday	6.00-7.00	The Warwicks	17+	Sandy King
Saturday	9.00-10.00	The Blackfriars	8-10	Miriam Simmons
Saturday	10.10-11.10	Musical Theatre 1	8-12	Edward Mitton
Saturday	11.20-12.20	Musical Theatre 2	13+	Edward Mitton
Saturday	10.10-11.10	The Chamberlains	9-12	Miriam Simmons
Saturday	11.20-12.20	The Admirals	13+	Miriam Simmons
Saturday	12.30-1.30	The Bel Savage	14-16	Miriam Simmons
Saturday	12.30-1.30	The Oxfords	16+	Sandy King

THEATRIX 2008-2009 CALENDAR

2008																																					
	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T							
Sep	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
Oct			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
Nov						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Dec	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
2009																																					
Jan				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Feb							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
Mar							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Apr			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
May					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Jun	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
Jul			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				

Costs Summary

The costs associated with the course to be met by each candidate comprise the following elements:

- Theatrix Course Fee
- Trinity Guildhall Examination Fees
- CRB registration
- books, materials and incidentals

ATCL Course Fee

The ATCL course is at the level of the first year of a degree course. The fee for each ATCL candidate has been calculated to reflect the costs of delivering a high quality teaching programme. It is based on a graduated scale according to the number of candidates - see table. The fee will cover:

- tuition
- tutorials
- teaching practice
- coursework and examination preparation

ATCL Course Fee	
Number of candidates	ATCL candidate fee £s
1	2900.00
2	2090.00
3	1820.00
4	1800.00
5	1700.00

LTCL Course Fee

The LTCL course is at the level of the final year of a degree course. The fee for one LTCL candidate has been calculated to reflect the costs of delivering an effective teaching programme at this higher level. The LTCL candidate will pay the ATCL candidate fee appropriate for the total number of candidates plus 50% - see table for an illustrative fee. If there are additional LTCL candidates the fee will be reduced on a graduated scale. The fee will cover:

- tuition
- tutorials
- teaching practice
- coursework and examination preparation

LTCL Course Fee	
Total number of candidates eg 3 ATCL + 1 LTCL = 4	LTCL candidate fee £s
ATCL fee - 1800.00 + 50%	2700.00

Trinity Guildhall Examination Fees

An examination fee will be charged for each of the three units. At 2008 prices these fees total approximately £400.00 for ATCL and £500.00 for LTCL.

CRB registration

Child protection legislation requires that Theatrix must apply to the Criminal Records Bureau to seek clearance for each candidate to work with young Theatrix students. The CRB fee to process each application is £82.50.

Books, materials and incidentals

Candidates will receive a required reading list, but will need to extend their reading. Whilst the internet is both a useful reading resource and a source of cheap relevant printed publications; and Theatrix has a limited library resource, candidates must expect to buy further reading materials. They will also need to produce teaching materials, case studies and a materials project. At 2008 prices these costs total approximately £200.00.

Candidates should also factor in any further personal costs, eg travel, childcare or unpaid leave of absence from work.

1 Health and Safety guidelines

Candidates and teachers must be aware that any kind of physical performance involves the entire body and that every precaution must be taken to ensure the safe and healthy use of this instrument. Performers should have a basic knowledge of safe practice including appropriate warm-up and cool-down activities, injury prevention and care. The following guidelines should be observed.

- ensure that the body and voice are warmed up before performance
- wear suitable footwear and clothing to facilitate safe and easy movement
- any scene involving simulated violence must be carefully rehearsed and the onus placed on the imagined receiver of the violence to create the desired effect
- any scene involving combat with weapons must be rehearsed under the direction of a qualified instructor.

Care must also be taken in the provision of safe and healthy conditions for performance as follows.

- floor surfaces must be even and clean, with no sharp projections
- any stage furniture must be safely positioned and have no dangerous edges
- where electrical equipment for sound or lighting is used there must be no cables on the performing area, and lighting equipment must be rigged with safe ladder or towers and fitted with safety chains
- every precaution must be taken to ensure a safe environment for performance, with adequate ventilation.

2 Expected depth of response for the viva voce component

At ATCL, candidates should:

- demonstrate knowledge of underlying concepts and principles associated with the subject, and an ability to evaluate and interpret these within the wider context of the sector
- present, evaluate and interpret information to develop lines of argument and to make sound judgements in accordance with the basic theories and concepts of the subject
- evaluate the appropriateness of different approaches to solving problems related to the subject
- communicate the results of their study accurately and reliably, with structured and coherent arguments
- identify suitable training to develop further their skills.

At LTCL, candidates should:

- demonstrate a depth of conceptual understanding which enables them to devise and sustain arguments, solve problems and comment upon particular aspects of

current research or equivalent advanced scholarship in the subject

- discuss the methods and techniques used to review, develop and apply their knowledge and understanding
- critically evaluate arguments, assumptions, abstract concepts and information to form sound judgements
- communicate information, ideas, problems and solutions in a form appropriate to both specialist and non-specialist audiences
- appreciate the uncertainty, ambiguity and limits of knowledge.

3 Preparation of submitted work

In the introduction, candidates should provide an outline of the aims and objectives - the study/proposal must justify the conclusions made. Appendices should only be included where essential. Word limits are indicated in the syllabus and these must be observed.

While attributed quotations may support written work, these should not dominate the original work of the candidate. Lucidity of style and clarity of argument will be important throughout the work. Candidates should identify the relevant reading and published research which has been drawn upon in a bibliography.

The work should be in bound form (soft cover) and the text typed or word-processed (double-spaced) on single-sided A4 paper.

4 Model Lesson Plan

- 1 Time, date and venue for class
- 2 Participants
- 3 Aims
- 4 Objectives
- 5 Materials and equipment
- 6 Sequence of lesson

Notes on the above

- 1 Check start and finish time of class. Features of the teaching space- size, acoustics, opportunities, health and safety issues.
- 2 Teacher in charge and any other helper. Pupils: number in class; age range; boy/girl ratio; ethnicity; learning stage, spoken English ability; any special educational needs provision.
- 3 Long term goal
- 4 Realistic short term steps towards achieving the goal.
- 5 Instructions for games, scripts, audio-visual aids etc.
- 6 Expected order of activities from greeting to cooling down on departure.