



CERTIFICATE IN SUPPORTING LEARNING

Level 3

Course Information Booklet





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Reviewed and updated May 2025

Teaching Resources Overview

You can download all teaching materials from the Members Platform on our website:

www.i-path.org

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International Performing Arts & Theatre Limited

Certificate in Supporting Learning Course Information Booklet

Created 2025

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Welcome

Welcome to International Performing Arts & Theatre (I-PATH), your global partner in performing arts education. From London to the world, we're proud to offer the Level 3 Certificate in Supporting Music and Performing Arts Learning – an Ofqual-regulated course (that carries UCAS points) designed to develop confident, capable teaching assistants. At I-PATH, we go beyond exams; we're a community that supports professional growth, enhances classroom practice, and opens doors to further opportunities in dance, drama, and music education.

Welcome from Dr Adam Tate – Director of Education, I-PATH

Welcome to the I-PATH Level 3 Certificate in Supporting Music and Performing Arts Learning – a course designed to introduce you to the vital role of supporting teaching in creative classrooms. Whether you're an aspiring educator or currently assisting in a school, studio or community setting, this course will help you build the knowledge, skills, and confidence needed to support effective and inclusive learning.

As Director of Education at I-PATH, I work closely with our Course Lead, Sarah Jessup, to ensure this programme is practical, accessible, and grounded in real-world teaching environments. We've created a qualification that blends theory with hands-on experience, giving you a strong foundation to progress in your teaching journey.

At I-PATH, we believe that great teaching starts with great support. This course is your first step toward making a meaningful impact in the lives of learners through music, dance, and performing arts education. We're thrilled to have you join the I-PATH community.



Best Wishes
Dr Adam Tate

Course Overview and Key Information

Summary of Course and Qualifications

The I-PATH Level 3 Certificate is the ideal starting point for anyone interested in supporting teaching within music, dance, or drama settings. Whether you're assisting in a school, studio, or community class, this Ofqual-regulated qualification will equip you with essential skills and knowledge to support high-quality, inclusive learning.

Key Details:

- Suitable for students aged 15+ (must be 16 on completion)
- Flexible online delivery, accessible worldwide
- Approx. 30 guided learning hours, with a total qualification time of 120 hours
- Can be completed alongside other studies or work placements

What You'll Learn:

- Safe teaching practices and safeguarding
- Planning lessons and understanding teaching methods
- Supporting classroom delivery and evaluating your own practice

Assessment and Certification:

- All assessments are submitted online and externally marked
- Includes a mix of written tasks, lesson planning, practical delivery, and reflection
- Learners receive the RSL Level 3 Certificate in Supporting Learning (Ofqual-regulated)
- Carries UCAS points: Pass (4), Merit (8), Distinction (12)

Extras for I-PATH Members:

- Member schools and teachers can enrol students directly
- Students can complete the course while assisting in your classes

Support and Community:

- Delivered and supported by experienced arts educators
- Access to teaching resources and guidance throughout
- Be part of a global performing arts education network

This course is your first step towards becoming a future teacher or creative arts educator.

Fees and Bursaries

Course Fees – Simple Breakdown

Total Cost: £570

Here's what's included:

- **Course Tuition: £300**
 - Covers 42 weeks of teaching, support, and webinars (just £25 a week).
 - You can choose to pay this in full at the start of the course, or spread the cost with weekly, monthly, or flexible instalments through a payment plan that suits your budget.
- **Enrolment Fee: £100**
 - One-off fee to register for the course
 - This fee is due at the time of enrolment.
- **I-PATH Subscription: £50 per year**
 - Gives you access to hundreds of teaching resources
 - Renews yearly unless you cancel
 - This fee is due at the time of enrolment.
- **Final Exam Fee: £120**
 - Paid directly to RSL Awards for marking and certification
 - This fee is payable upon completion of the course.

Bursaries

I-PATH offers a part bursary to help support learners in specific circumstances. These apply to course tuition fees only and do not cover the enrolment fee (£100), I-PATH subscription (£50), or final exam fee (£120).

Low-Income Bursary – 35% Off

Who it's for: Ages 15+ with an annual household income below £25,000.

What you save: 35% off course tuition: **Save £150**

Total cost: £420

All bursary discounts apply only to the £300 course tuition fee. Enrolment, subscription, and exam fees are paid separately.

Introduction

The Value of an I-PATH Teaching Qualification

At I-PATH, we believe that high-quality training should be accessible to everyone who wants to support teaching and learning in the performing arts – whether you're a student exploring a future career in education, or already assisting in classes.

Our Level 3 Certificate in Supporting Learning is an Ofqual-regulated qualification, awarded by RSL Awards and listed on the Regulated Qualifications Framework (RQF). This means it is officially recognised in England, Wales, Northern Ireland, and Scotland, and carries UCAS points – making it ideal for learners who may wish to progress to higher education or formal teaching pathways.

While the qualification is awarded by RSL, all training, guidance, and learner support are delivered by I-PATH. That means you'll benefit from our performing arts specialism, our supportive teaching community, and our flexible, learner-friendly approach.

Once you complete the course, you'll receive an RSL Level 3 Certificate in Supporting Learning, giving you both formal recognition and practical credibility when supporting teaching in schools, studios, or community settings.

This Level 3 course also provides a clear progression route to the Level 4 Professional Teaching Diploma – making it the perfect foundation for anyone aiming to build a future in performing arts education.

Why This Booklet Is Important

This booklet gives you all the key information you need about the I-PATH Level 3 course, including:

- **What the qualification is and how it's officially recognised:** We explain how it's regulated by Ofqual and awarded by RSL, so you know it's a proper, government-recognised teaching assistant qualification.
- **What the course covers:** You'll get a clear picture of the topics you'll study, how the course is structured, and what's expected at each stage.
- **How you'll be assessed:** We explain the different ways you'll show what you've learned – whether it's through written work, teaching assistant demonstrations, or practical tasks.

Whether you're new to supporting learning or already experienced, this booklet is here to help you understand what the course involves, what support you'll get from I-PATH, and how to succeed.

Qualification at a glance

Qualification Title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit Value
RSL Level 3 Certificate in Supporting Music and Performing Arts Learning	30	120	12

Assessment

Form of assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks and underpinning theoretical assessments.
Unit format	Unit specifications contain the title, unit code, level, GLH, TQT and credit value, unit aim and content, learning outcomes (what has to be learnt), marking schemes (how the evidence of learning will be marked), and types of evidence required for the unit.
Assessment bands	There are three bands of assessment (Pass, Merit and Distinction) as well as Below Pass 1 and 2 for each unit (excluding Safe Teaching which is Pass or Below Pass only). Overall grades for the qualifications are banded Pass, Merit, Distinction and Unclassified. In order to achieve the minimum of a Pass grade learners must achieve a minimum of a pass for each element of the qualification.
Evidence Limits	Evidence limits are set to give an indication of the typically required amount of information to achieve the learning outcomes. Candidates may exceed the limits by 20%, this applies to all written and audio/video evidence.
Quality Assurance	Objective sampling and re-assessment of candidates' work ensures that all assessments are carried out to the same standard. A team of external examiners is appointed, trained and standardised by RSL.

1. Qualification summary

1.1 What the Qualification Aims to Do

The Level 3 Certificate in Supporting Learning is a great way to:

- Build on what you've already learned through graded exams
- Learn the skills you need to help out a music, dance, or drama teacher in real lessons
- Get ready to move on to higher-level teaching qualifications in the future, like the Level 4 or Level 6 Diploma

It's the perfect course if you enjoy performing arts and want to start gaining experience as a teaching assistant.

1.2 About the Level 4 Professional Teaching Diploma

This Level 3 Certificate is designed for people who love music, dance, or drama and want to learn how to support teaching in those subjects. It's a great next step if you've already done RSL graded exams and are thinking about becoming a teacher one day. You'll learn what it's like to be a teaching assistant and get the skills you need to help in real lessons. It's also a good starting point if you want to go on to higher-level teaching courses in the future, like the Level 4 or 6 Diploma.

1.3 What Will Be on Your Certificates

The qualification will be shown on the certificate as the following:

RSL Level 3 Certificate in Supporting Music and Performing Arts Learning

An additional certificate from I-PATH that says: **I-PATH Teaching Assistant Certificate** – this recognises your qualification within the I-PATH community.

1.4 Entry Requirements

You don't need any formal qualifications to take this course, but you should have some experience in music, dance, or drama. You can start the course at 15, but you must be 16 by the time you finish.

Once you've completed the course, you'll have the skills to support a teacher in the classroom – and it can also help you move on to further training or higher education if you want to become a music or performing arts teacher in the future.

1.5 UCAS Points

The Level 3 Certificate in Supporting Music and Performing Arts Learning carries UCAS points as detailed below:

Pass Grade: 4 UCAS Points

Merit Grade: 8 UCAS Points

Distinction Grade: 12 UCAS Points

2. Unit summary

2.1 Unit Overview

Learners must complete all three units listed below to achieve the Level 3 Certificate in Supporting Music and Performing Arts Learning.

Code	Unit title	GLH	TQT	Credit Value
TA-301	Safe Teaching	10	40	4
TA-302	Planning Learning	10	40	4
TA-303	Facilitating Learning	10	40	4

3. Assessment information

3.1 How the Course Is Assessed

All your work for this course is submitted online, and you'll be marked by official RSL examiners (not your teacher). You can choose to submit one unit at a time or do the whole course at once — but to earn the full certificate, you need to complete all three units. Everything is done remotely, so you can work from anywhere!

3.2 Qualification Grade

Unit	Element	Pass	Merit	Distinction
Safe Teaching	Policies and procedures	Pass*	N/A	N/A
	Role and responsibilities	Pass*	N/A	N/A
Planning Learning	Research techniques	12-14 out of 20	15 - 17 out of 20	18+ out of 20
	Planning	12-14 out of 20	15 - 17 out of 20	18+ out of 20
Planning, Facilitating and Evaluating Learning	Planning	12-14 out of 20	15 - 17 out of 20	18+ out of 20
	Teaching techniques	12-14 out of 20	15 - 17 out of 20	18+ out of 20
Total Marks		60%+	75%+	90%+

In order to pass this qualification, learners must achieve a minimum of a pass for each of the elements listed above.

* Please note that the only available grades for this unit are pass or below pass. You must achieve a pass for both learning outcomes within this unit in order to pass the qualification.

3.3 Retaking a Unit Assessment

If you don't pass a unit the first time (or want to try for a better result), you can have another go – but you'll need to resubmit the whole unit and pay an extra fee. There's no limit to how many people can retake. It's best to apply for a resit within two weeks of getting your results, so everything's still fresh in your mind. Once you've applied, you'll have three months to finish and hand in your new work.

3.4 Guide to referencing

It is advised that all referencing utilises the Harvard style:

<https://www.mendeley.com/guides/harvard-citation-guide>

3.5 Plagiarism – Don't Copy!

Plagiarism means copying someone else's words or ideas and pretending they're your own. If you use information from a website, book, or another person, you must say where it came from.

Your work needs to be original and written in your own words. RSL checks for plagiarism, and if they find it, that part of your work won't count and could lead to serious consequences. So always be honest and give credit where it's due!

3.6 Using AI (like ChatGPT)

You shouldn't rely on AI tools to do your work for you. If you do use something like ChatGPT, you must clearly show what you asked it, what it said back, and how you used it – and you must include proper references.

Important: You're not allowed to use AI for any reflective parts of the course (where you're writing about your own thoughts or experiences). That has to come from you.

3.7 How Much Work You Need to Submit

Each unit has a limit on how much you can submit – but you can choose how you present it. For example, you could write up to 1,000 words, record up to 7 minutes of video or audio, or mix both (like 500 words and a 3.5-minute video).

Only the main written part counts toward the word limit – things like tables or appendices don't count. Just make sure you stay within the limits for each unit!

3.10 How Your Work Is Checked (Quality Assurance)

To make sure everyone is marked fairly, RSL has a team of trained examiners who follow the same rules for all students. They double-check samples of work to keep things consistent and make sure the marking is done properly.

This means your qualification is trusted and recognised – no matter where or how you complete the course.

4. Candidate Access and Registration

4.1 Access and registration

This qualification is open to anyone who has the potential to meet the required standards. There are no unnecessary barriers, and we're proud to offer equal opportunities to all learners.

To enrol, you must be 16 years old or over by the time you complete the course.

How the Course Works

The course is delivered by I-PATH, with training, mentoring, and support provided by our team.

Once you're registered, you'll submit your work digitally for assessment.

All assessments are carried out by RSL, the official awarding body.

You'll receive your own login and password to upload your work and view your results online.

Deadlines and Timeframe

Learners are expected to complete the qualification within six months of registering. If you need more time, you can request an extension by contacting I-PATH directly at exams@i-path.org

4.2 Accessing data and information

As a learner, you'll be able to track your progress through your own personal online account. You'll get a secure login and password, which will take you to your learner page.

From there, you can:

- See which units you're registered for
- Check your results and achievements
- Monitor your progress at any time

Your account is private – only you can see your records. You won't be able to view anyone else's information, and they can't see yours.

4.3 Do I Need Any Previous Experience?

You don't need any formal qualifications to start this course. However, it's a good idea to understand what the course involves and what will be expected of you before you sign up.

5. Further Information and Contact

5.1 Studying Outside the UK

The units in this course are written to reflect UK laws and regulations, especially around teaching and safeguarding.

If you're studying from outside the UK, you'll need to include information about the laws and regulations in your own country that relate to education or working with children and young people. You should also provide links to websites or official resources where this information can be found.

If you need help using a translator or interpreter, please email exams@i-path.org

5.2 Complaints and appeals

All procedures related to complaints and appeals can be found on the I-PATH website i-path.org

5.3 Equal opportunities

I-PATH's Equal Opportunities policy can be found on the I-PATH website i-path.org

5.4 Contact for help and support

All email correspondence about this qualification should be directed to:
exams@i-path.org

Unit Specifications

Safe Teaching

Unit Details

Unit code: TA-301

Level 3

TQT: 40

GLH: 10

Unit Aim

To help you prepare for working in a classroom environment, it is vital that you develop an understanding of relevant legislation, policies and good practice to ensure that you keep your students, and yourself, safe. You must have an awareness of, and comply with, all applicable rules and regulations as this is part of your duty of care for the well-being and safety of your students.

As the aim of this unit is to ensure that you have an understanding of the key points of relevant legislation, it is **graded as pass or unclassified only**.

Assessment Evidence and Unit Content

You should provide:

Evidence that demonstrates an understanding of policies and procedures relating to Health and Safety, Safeguarding, and Equality, Diversity and Inclusivity. You must ensure that you describe these in your own words to demonstrate your own understanding and explain why they are relevant to your own practice. You should also provide examples of when the procedures or policies might be applied.

Your evidence must also include an explanation of your own role and responsibilities in maintaining a safe teaching environment. You should use your research into policies and procedures to inform your explanation.

You must provide **three written or recorded discussions** in which you explain how policies and procedures are relevant to ensuring a safe teaching environment, as follows:

1. Health and Safety

You must consider how Health and Safety affects your own responsibilities in your role. You will need to understand how to ensure that students are safe when you have responsibility for them and that you are aware of any potential risks to Health and Safety.

In your discussion you should:

- Give an overview, written in your own words, of one policy of your own choice within the Health and Safety guidance published by either the government of your own country, or that of the UK Government. The UK government guidance 'After-school clubs, community activities, and tuition: Safeguarding guidance for providers' can be found here: https://assets.publishing.service.gov.uk/media/6509558022a783000d43e81f/After-school_clubs__community_activities_and_tuition_safeguarding_guidance_for_providers.pdf. You should refer to 'Section 3: Health and Safety' of this guidance.
- Explain why this policy is relevant to ensuring a safe teaching environment.
- Explain your own role and responsibilities in relation to Health and Safety (e.g. what do you need to ensure you do to keep yourself and others safe?). You should speak to the teacher that you will be working with to gain an understanding of what their expectations are of you.

Safe Teaching

2. Safeguarding and Child Protection

The NSPCC defines Safeguarding as 'the action that is taken to promote the welfare of children and protect them from harm'. Safeguarding can also be used more widely to include anyone who is at risk of abuse or neglect, for example, vulnerable adults or individuals with learning difficulties or disabilities.

Child protection is part of the Safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

You will need to be aware of your responsibilities in relation to Safeguarding and Child Protection. You should discuss this with the teacher that you will be working with and ensure that you have read the school or college's safeguarding policy. In your discussion you should:

- Give an overview, written in your own words, of one policy of your own choice within the Safeguarding and Child Protection guidance published by either the government of your own country, or that of the UK Government. The UK government guidance 'After-school clubs, community activities, and tuition: Safeguarding guidance for providers' can be found here: https://assets.publishing.service.gov.uk/media/6509558022a783000d43e81f/After-school_clubs__community_activities_and_tuition_safeguarding_guidance_for_providers.pdf. You should refer to 'Section 1: Safeguarding and child protection' of this guidance.
- Explain why this policy is relevant to ensuring a safe teaching environment.
- Explain your own role and responsibilities in relation to Safeguarding and Child Protection (e.g. who do you need to speak to if you have concerns about a student? what is the procedure for reporting concerns?). You should speak to the teacher that you will be working with to gain an understanding of what their expectations are of you.

3. Equality, Diversity and Inclusivity

In tandem with Safeguarding and Child Protection is an awareness of Equality and Diversity and the rights of individuals to be treated fairly and equally. You should develop an understanding of why creating a diverse and inclusive environment is vital to ensuring a safe and productive classroom and explore how this can be achieved. This includes ensuring that the activities you assist with or lead are accessible to all and developing an awareness of how your role can support this. In your discussion you should:

- Give an overview, written in your own words, of one policy of your own choice within the Equality, Diversity and Inclusivity guidance published by either the government of your own country, or that of the UK Government. The UK government guidance 'Equality Act 2010: advice for schools', can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf. You should refer to 'Chapter 1: Overview of the Act' of this guidance.
- Explain why this policy is relevant to ensuring a safe teaching environment.
- Explain your own role and responsibilities in relation to Equality, Diversity and Inclusivity (e.g. how can you ensure that the activities you are assisting with or leading are accessible to all?). You should speak to the teacher that you will be working with to gain an understanding of what their expectations are of you.

Whilst it is not mandatory for you to have a check with the Disclosure and Barring Service (DBS), it is recommended that you understand what this is and what it means.

Evidence may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 1000 words. Total audio/visual evidence must not exceed 7 minutes.

The required word count is for the main text of the written evidence only, and does not include appendices and tables.

Safe Teaching

Learning Outcomes

Through completion of this unit, you will:

1. Understand how policies and procedures are relevant to ensuring a safe teaching environment
2. Understand their own role and responsibilities in maintaining a safe environment

Marking schemes

1. Understand how policies and procedures are relevant to ensuring a safe teaching environment

Attainment Band	Pass	Below Pass
Policies and Procedures	You explained how policies and procedures are relevant to ensuring a safe teaching environment.	Your explanation of how policies and procedures are relevant to ensuring a safe teaching environment is incomplete and/or inaccurate.

2. Understand their own role and responsibilities in maintaining a safe environment

Attainment Band	Pass	Below Pass
Role and responsibilities	You explained your own role and responsibilities in maintaining a safe teaching environment.	Your explanation of your own role and responsibilities in maintaining a safe teaching environment is incomplete and/or inaccurate.

Resources

There are a number of websites which give information about health and safety. Some useful sources include:

<http://www.hse.gov.uk/legislation/hswa.htm> – Health and Safety at Work Act 1974

<https://www.bbc.co.uk/bitesize/guides/zcs4ng8> – A guide to the Health and Safety at Work Act 1974

In addition, the following websites provide useful information about child protection and safeguarding:

<https://learning.nspcc.org.uk/child-protection-system> – Information about the child protection system

<http://www.anti-bullyingalliance.org.uk/> – Information on how to identify and tackle bullying

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about> – Information about the Disclosure and Barring Service

www.educare.co.uk/ – Offers online courses in safeguarding and child protection.

Planning Learning

Unit Details

Unit code: TA-302

Level 3

TQT: 40

GLH: 10

Unit Aim

The ability to plan learning is at the core of good teaching practice. Even if you are not asked to undertake planning yourself, you will be expected to follow the lead teacher's plan. It is therefore extremely useful to understand the process of lesson planning. This is also a vital skill to develop if you hope to train to be a teacher in the future. In the creative arts, teachers need to consider how to create inspiring and motivating lessons which will engage and encourage students. This unit will give you the opportunity to learn about teaching techniques and apply these to a lesson plan.

Unit Content

To develop an understanding of teaching techniques, you should undertake lesson observations where possible. These will help you to develop an understanding of how teaching techniques work in practice.

You should also discuss planning with the teacher you are working with to gain an understanding of how they plan learning and discuss examples of lesson plans.

In order to complete this unit you will need to develop an understanding of the following areas:

Teaching Techniques

- Communication
- Differentiation
- Behaviour management
- Questioning

You should consider how these are relevant to teaching Music or Performing Arts, giving examples of situations or activities where you might apply each technique, or examples of when you have seen them applied in your lesson observations.

Learning and Education Needs

As part of your understanding of differentiation, you will also need to consider how learning and education needs impact methods of differentiation. It is vital that you develop an understanding of how learning and education needs might affect particular learners and how you can support them.

Planning Learning

Individuals and groups need a structured programme of learning to achieve their goals. Therefore, lesson planning is an important part of teaching practice. You need to be able to put together structured plans for teaching sessions and classes which show progression towards an identified goal.

What to think about when planning learning:

- Initial assessment – where are the students in terms of their learning and achievement?
- What is the goal they are working towards – exam, performance?
- What will need to be covered and in what order?
- Will you need to build in time to practise/refresh learning?
- If you have groups, do any students have particular needs?
- How can you bring in opportunities for creativity (e.g. improvisation and student-led activities)?

Planning Learning

Learning outcomes

Through completion of this unit, you will:

1. Know a range of teaching techniques.
2. Be able to create a lesson plan.

Assessment Evidence

You should provide:

A written or recorded discussion in which you explain teaching techniques relevant to the teaching of Music or Performing Arts. This should include demonstrating your understanding of communication, differentiation, behaviour management and questioning. You must explain how these techniques are relevant to the teaching of Music or Performing Arts and how they might help you with any challenges you may encounter.

You must also create a lesson plan that details lesson objectives and the activities you plan to carry out in a lesson. This lesson may be one that links to the activity you will lead for Unit 3, or another one; however either way, your plan must be for a full lesson, not just a singular activity within the lesson. You must consider which techniques you will apply in the lesson and document these in your planning (e.g. how will you differentiate?). You should also consider timings of each activity and how the lesson links to the previous lesson the students will have undertaken and how it leads into their next lesson.

Evidence may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 750 words. Total audio/visual evidence must not exceed 5 minutes.

The required word count is for the main text of the written evidence only, and does not include your lesson plan, appendices and tables.

Marking schemes

1. Know a range of teaching techniques.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
Teaching Techniques	You comprehensively explained a range of teaching techniques relevant to the teaching of Music or Performing Arts. The explanation demonstrated a thorough understanding of the techniques and their relevance.	You provided a clear and detailed explanation of a range of teaching techniques relevant to the teaching of Music or Performing Arts. The explanation demonstrated a detailed understanding of the techniques and their relevance.	You explained a range of teaching techniques relevant to the teaching of Music or Performing Arts.	You provided a limited and/or sometimes inaccurate explanation of a range of teaching techniques relevant to the teaching of Music or Performing Arts.	No attempt or incomplete explanation of a range of teaching techniques relevant to the teaching of Music or Performing Arts.

Planning Learning

2. Be able to create a lesson plan.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
Planning	You created a comprehensive lesson plan that included objectives and activities. The lesson plan demonstrated rigorous planning.	You created a clear and detailed lesson plan that included objectives and activities. The lesson plan demonstrated considered planning.	You created a lesson plan that included objectives and activities.	You created a limited and/or sometimes inaccurate lesson plan that included limited and/or inappropriate objectives and activities.	No attempt or incomplete lesson plan.

Resources

There are a number of websites which give information about teaching techniques. Some useful sources include:

<https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/> - A guide to communication skills

<https://www.itac.edu.au/blog/teaching-strategies/questioning-techniques> - A guide to questioning techniques

<https://www.structural-learning.com/post/differentiation-strategies-a-teachers-guide> - Information on differentiation

<https://topnotchteaching.com/experts/behaviour-management-strategies/> - An introduction to behaviour management strategies

In addition, the following websites provide useful information about lesson planning:

<https://www.classcraft.com/blog/how-to-build-a-great-lesson-plan-with-a-template/> - Information on lesson planning

<https://www.thoughtco.com/lesson-objectives-that-produce-results-7763> - A guide to writing lesson objectives

Glossary

Clear	Complex information and ideas are communicated with clarity and precision. Planning is considered and easy to follow.
Comprehensive	Covering all, or nearly all, relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy. Planning shows thorough consideration of the objectives and learners. It is evident that the activities have been carefully selected and planned with attention to detail.
Considered	Evidence demonstrates careful thought and consideration
Detailed	Covering information and ideas, and the relationships between these, with close attention. Planning demonstrates consideration of details within the activities.
Rigorous	Evidence shows extensive, careful consideration of relevant details that are linked convincingly to the points made
Thorough	A thoughtful and well-considered approach, covering all relevant points

Facilitating Learning

Unit Details

Unit code: TA-303

Level 3

TQT: 40

GLH: 10

Unit Aim

Facilitating learning requires the application of teaching methods and techniques to engage, motivate and inspire learners. While effective planning plays a fundamental role in a successful lesson, the ability to think on your feet and respond to the unexpected within a lesson is of equal importance for a teacher. This unit will give you the opportunity to apply the techniques explored in Unit 2, to a short, planned, supervised activity.

Unit Content

In order to complete this unit you will need to demonstrate:

Facilitating Learning

When facilitating learning, you need to be aware of:

- Motivating and encouraging students – what methods can you use to keep them motivated and engaged?
- Communication – what methods can you use to communicate effectively with individuals and groups?
- Demonstration – showing students what they need to do
- Using resources – using props or other resources to explain or demonstrate to students
- Feedback – how do you feed back to your students on their progress?

Teaching Techniques

You will need to develop an understanding of the following teaching techniques, and apply at least two of them:

- Communication
- Differentiation
- Behaviour management
- Questioning

To further develop your understanding of teaching methods and techniques, you should undertake lesson observations where possible. You should also try out a range of methods and techniques when assisting or leading activities in the classroom.

Evaluation

When undertaking an evaluation of your teaching practice, you should consider:

- Was your planning effective?
- Did you encounter any situations or scenarios that you didn't plan for? What impact did this have?
- What were the strengths of your planning?
- What were the weaknesses of your planning?
- How could your planning be improved?
- Was the delivery of your activity effective?
- Were the learners engaged? How could you tell?
- How closely did you follow your plan? What impact did this have?
- What were the strengths of your delivery?
- What were the weaknesses of your delivery?
- How could your delivery be improved?

You should include and respond to any feedback received (whether from the learners or your supervising teacher) when undertaking your evaluation.

Facilitating Learning

Learning outcomes

Through completion of this unit, you will:

1. Demonstrate teaching techniques when leading a short, planned activity under the guidance of a supervising teacher.
2. Evaluate their own teaching practice, identifying strengths and areas for development.

Assessment Evidence

You should provide:

Video evidence of you leading a short, planned activity (between 10 and 15 minutes) under the guidance of a supervising teacher (the supervising teacher must be clearly visible in the video evidence). This may be an activity from the lesson planned in Unit 2, or you may wish to plan something new for the purpose of this unit. You must demonstrate **at least two** of the following teaching techniques: communication, differentiation, behaviour management and/or questioning. You should remember that while planning your activity is an important part of the process, being adaptable to the situation when you are leading the activity is of equal importance.

A written or recorded evaluation in which you reflect on your own teaching practice, identifying strengths and areas for development. You should consider the effectiveness of your planning, how closely you followed your plan when leading the activity, and the techniques you used in the lesson. You should also ensure that you include and respond to any feedback received (whether from the learners or your supervising teacher).

Video evidence of you leading your activity must be between 10 and 15 minutes*. The video must show you leading the activity and the learners participating so that their engagement with the activity can be seen (the supervising teacher must also be clearly visible in the video evidence). You should obtain consent to submit the video to RSL from anyone appearing in the video.

***If the video evidence exceeds 15 minutes, candidates must state which 15 minutes the examiner should assess. This section must be continuous. If this information is not provided, the examiner will only assess the first 15 minutes of the video evidence. Video submissions lasting less than 10 minutes each will be capped at Below Pass 2 for all elements of Learning Outcome 1.**

Evidence of your evaluation may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 750 words. Total audio/visual evidence must not exceed 5 minutes.

The required word count is for the main text of the written evidence only, and does not include feedback, appendices and tables.

Facilitating Learning

Marking schemes

1. Demonstrate teaching techniques when leading a short, planned activity under the guidance of a supervising teacher.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
Demonstrate techniques	You showed accomplished skills in demonstrating at least two teaching techniques when leading a highly effective, short, planned activity under the guidance of a supervising teacher. The activity was highly engaging and led with consistent confidence.	You showed well-developed skills in demonstrating at least two teaching techniques when leading an effective, short, planned activity under the guidance of a supervising teacher. The activity was engaging and led with confidence.	You demonstrated at least two teaching techniques when leading a short, planned activity under the guidance of a supervising teacher.	Your demonstration of teaching techniques was limited and/or sometimes inappropriate when leading a short, planned activity under the guidance of a supervising teacher.	No attempt or no teaching techniques demonstrated.

2. Demonstrate and evaluate their own teaching practice, identifying strengths and areas for development.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18-20	15-17	12-14	6-11	0-5
Evaluation	You comprehensively evaluated your own teaching practice, identifying strengths and areas for development. The evaluation demonstrated extensive consideration of the effectiveness of your planning and delivery.	You evaluated your own teaching practice clearly and in detail, identifying strengths and areas for development. The evaluation demonstrated detailed consideration of the effectiveness of your planning and delivery.	You evaluated your own teaching practice, identifying strengths and areas for development.	Your evaluation of your own teaching practice was limited.	No attempt or incomplete evaluation.

Facilitating Learning

Resources

There are a number of websites which give information about teaching techniques. Some useful sources include:

<https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/> – A guide to communication skills

<https://www.itac.edu.au/blog/teaching-strategies/questioning-techniques> – A guide to questioning techniques

<https://www.structural-learning.com/post/differentiation-strategies-a-teachers-guide> – Information on differentiation

<https://topnotchteaching.com/experts/behaviour-management-strategies/> – An introduction to behaviour management strategies

In addition, the following websites provide useful information on creating a positive classroom environment:

<https://www.ucl.ac.uk/teaching-learning/publications/2020/apr/creating-safe-spaces-students-classroom> – Information on creating a safe space for students to learn

<https://www.trueeducationpartnerships.com/schools/create-safe-space-classroom/> – A guide to creating a safe space

Glossary

Accomplished	Work is highly effective and demonstrates a high level of skill
Clear	Complex information and ideas are communicated with clarity and precision
Comprehensive	Covering all, or nearly all, relevant information and ideas; relationships between subjects are thoroughly considered; opinions and judgements are supported by high quality evidence, fully establishing their relevance and accuracy
Detailed	Covering information and ideas, and the relationships between these, with close attention
Effective	Work is well-considered and applies relevant skills and/or knowledge
Extensive	Covering a wide range of details or ideas
Highly effective	Evidence demonstrates consistent engagement, producing a highly successful outcome
Well-developed	Relevant and well-defined

The Course Leader



Sarah Jessup is the Course Lead and Managing Director of I-PATH, bringing together her deep roots in dance and theatre with a strong background in education leadership, operations, and international qualifications.

A former professional dancer, Sarah now works across training delivery, global exam management, and teacher development – championing inclusive, high-quality performing arts education.

Holding a BA (Hons) in Childhood and Youth Studies, Sarah places the individual at the centre of everything she does. She is passionate about creating learning environments where all learners can thrive, regardless of their background, life experience, or personal challenges. Her belief that “one size does not fit all” drives her commitment to equity, wellbeing, and trauma-informed practice.

Alongside her teaching and management work, she also organises competitions and festivals, and continues to support schools and organisations in producing performances, developing systems, and delivering impactful training.

Course Contributors



Dr Adam Tate

- PhD Education, Oxford Brookes University (2018–Present)
- PGCE Secondary, University of Roehampton (2016–2017)
- MSc Nature, Society & Environmental Policy, University of Oxford (2014–2015)
- BSc Geography, Aberystwyth University (2010–2014)
- Senior Lecturer in Academic Practice, Nottingham Trent University; co-leads Level 7 Academic Professional Apprenticeship / Postgraduate Certificate of Learning & Teaching
- Associate Guest Lecturer, Oxford Brookes University
- Former Geography Teacher, City of London Academy



Chris Huntley

- Chris, an acclaimed Trinity Laban Conservatoire alum, internationally recognised for his piano and singing expertise.
- His versatility covers opera, musical theatre, classical, and contemporary music.
- Vocal coach for 'Hamilton' and 'Six' choreographers.
- Achievements include Associate Musical Director for "Three Sides The Musical" and roles in productions at the Thailand Cultural Centre and international tours.
- Directed international productions, including Madame Butterfly and La Boheme, and worked on P&O Cruises.
- Educator at leading London performing arts institutions.
- Musical director for The Place choir and the Claremont Project Gospel Choir.
- Chris's has taught both Hollywood actors and West End stars.



David Stinson FRSA

- Began his training at De Montfort University in Dance & Drama and holds a Trinity Diploma in Musical Theatre (Level 6).
- Professional singer and dancer globally, including the West End.
- Founder of the David Stinson Theatre School, SE London.
- CEO & Founder of International Performing Arts & Theatre.
- Former primary school teacher and school business manager.
- Recognised for transforming primary schools through leadership and educational expertise working with DfE.
- Fellow of the Royal Society of Arts and member of the UN's International Dance Council.
- Consulted for University of Cambridge and University Centre Weston



Jenny Luu

- Trained at the Ho Chi Minh Vocational Ballet School
- Awarded a 5-year full scholarship to study Classical Ballet Pedagogy at GITIS – RATI, Moscow
- Completed a Master's Degree in 2008
- First teacher in Vietnam to earn ISTD qualifications in Imperial Classical Ballet and Modern Jazz
- Over 25 years' experience in professional dance training and teaching
- Artistic Director and Vietnam Director for I-PATH, delivering accredited programmes and global opportunities

Course Contributors



Melita Lennox

- Trained in Classical Ballet and other dance disciplines at Urdang Academy and then full-time at Elmhurst Ballet School.
- Fellow of the IDTA (International Dance Teachers Association).
- Diploma in Performing Arts Pedagogy & Principles (Level 4).
- Created the I-PATH Ballet, I-PATH Jazz Dance, and I-PATH Broadway Dance programmes of studies.
- Chief Artistic Director at I-PATH.
- Owner of Greece's leading dance and performing arts academy.



Rick Tjia

- Trained in multiple dance forms including Acting, Classical Ballet, Jazz, Modern, Contemporary, Hip Hop, and Tango.
- Served as principal dancer with La La La Human Steps, touring over 25 countries and 100 cities.
- Joined Cirque du Soleil Casting Team in 2004 as an Artistic Talent Scout, evaluating talent and casting for shows over 16 years.
- Choreographed for Utah Ballet, Dance Alive! National Ballet, and Cirque du Soleil's 'Volta'.
- Performed with Ballet Austin, Sacramento Ballet, Boston Ballet, and more; collaborated with notable choreographers.



Rosalina Ooi

- Holds a degree from the Royal Academy of Dance.
- Post-graduate degree from Durham University.
- MBA from Imperial College London.
- Level 4 Diploma in Performing Arts Pedagogy & Principals from I-PATH.
- Renowned for leadership by example and dedication to mentoring and nurturing talent within the education sector.
- Served as a Representative & Examiner for the Royal Academy of Dance in Malaysia.
- Currently the Global Director of I-PATH across Singapore, Indonesia, Malaysia, Philippines, and Thailand.
- Works closely with the Malaysian Government in advocating the importance of performing arts, with support from her husband - former MP and Party Chairman.



Sylvia Lane

- Former Assistant Dean & HE Section Leader Performance at University Centre Weston.
- PhD Education, Bath Spa University (2019-Present)
- Graduate diploma from London Studio Centre; PGCE and MA in Professional Practice in Higher Education from Bath Spa University.
- Fellow of the Higher Education Academy.
- Skilled singing/voice coach; teaches ballet, jazz, fitness, and theatrical movement.
- Began career at Munich National Opera; notable roles in "Spirit of the Dance", "A Chorus Line", "Chicago", and appearances on cruise ships and TV29 internationally.

Thank you for choosing I-PATH

Thank you for choosing I-PATH, a global leader in performing arts education and training.

I-PATH has set the benchmark for high-quality, internationally recognised graded examinations in the performing arts. Our reputation is built on the strength of our expert leadership team, world-class artistic directors, and a dedicated network of member teachers and students. Together, we continue to shape and elevate performing arts education across the world.

thank you



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