Professional Teaching Diploma

LEVEL 6

SYLLABUS SPECIFICATION

RSL
Awarding the
Contemporary Arts

Contents

Introduction

The value of RSL qualifications

RSL advocates an open access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and are regulated by the Office of Qualifications and Examinations Regulation (Ofqual). In Northern Ireland they are regulated by the Council for Curriculum, Examinations and Assessment (CCEA), in Wales by Qualifications Wales and in Scotland by the Scottish Qualifications Authority Accreditation. RSL is committed to maintaining and improving its reputation for excellence by providing high quality education and training through its syllabuses, examinations, music and resources.

Purpose of this syllabus specification
This specification guide serves the following purposes:
- To provide regulatory information surrounding the qualification
- To provide an overview of qualification structure and content
- To provide content and assessment specification relevant to the qualification

Period of operation
This syllabus specification is valid from January 2025

This syllabus guide outlines the following qualifications:

RSL Level 6 Professional Teaching Diploma

For detailed information on all aspects of RSL qualifications visit **rslawards.com**.

Qualification at a glance

Qualification title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit Value
RSL Level 6 Professional Teaching Diploma	120	2000	200

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 and TQT, 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 qualification are also banded Pass, Merit, Distinction and Unclassified. **In order to pass this qualification, learners must achieve a minimum of a pass for each element of the qualification** (listed on page 5).
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 (see page 6 on combining Evidence Limits).
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 Qualification aim and broad objectives

The aims of Professional Teaching Diploma qualifications at Levels 4 and 6 are:
- To provide progression from the graded examinations progressive mastery framework
- To provide opportunities for learners to develop skills, knowledge and understanding of teaching theories and practice
- To provide progression within the Professional Diploma pathways for management and/or higher level technical and professional skills, knowledge and understanding

1.2 Qualification rationale

RSL's Level 6 Professional Teaching Diploma Syllabus has been designed to build upon RSL's graded examinations in both Music and Performing Arts. It is aimed at candidates already working in the music and performing arts industry with the evidence required being based on each candidate's individual industry practice. This has resulted in an accessible and relevant qualification that offers the opportunity for learners to self-study and achieve units at a pace that fits with their professional and other educational commitments.

RSL's Level 6 Professional Teaching Diploma continues to provide a progressive mastery approach and an enjoyable experience for all learners.

1.3 Certification title

The qualification will be shown on the certificate as follows:

RSL Level 6 Professional Teaching Diploma

1.4 Post nominals

Achievement of this qualification entitles you to use the following post nominal letters after your name:

LRSL (Teaching)

1.5 Entry requirements

Applicants **must be 18 years of age or older at the time of certification**, and must upload a scanned copy of their birth certificate/passport/other proof of date of birth after their registration has been made.

There are no entry requirements for these qualifications. However, these qualifications are designed for those who have previously completed the Level 4 Diploma, or equivalent, in their chosen discipline. While the prior completion of a Level 4 or 5 qualification is not compulsory, candidates should already possess the skills, knowledge and experience in line with the standard of a relevant Level 4 or 5 qualification before undertaking this qualification.

It is recommended that candidates have some experience of teaching theory and practice prior to taking this qualification as these units will require evidence of the candidate's teaching practice.

1.6 Candidate profile

Level 6 qualifications are broadly equivalent in terms of demand, but **not** in terms of size, to the final year of an undergraduate degree. These qualifications are designed for those who have previously completed the Level 4 Diploma, or equivalent, in their chosen discipline. While the prior completion of a Level 4 or 5 qualification is not compulsory, candidates should already possess the skills, knowledge and experience in line with the standard of a relevant Level 4 or 5 qualification before undertaking this qualification.

2. Unit summary

2.1 Unit Overview

Candidates must complete all 4 units in order to achieve this qualification.

Code	Unit title	GLH	TQT	Credit Value
PTD601	**Understanding Learning**	40	700	70
PTD402	**Safe Teaching (Level 4)***	10	200	20
PTD603	**Planning, Facilitating and Evaluating Learning**	50	700	70
PTD604	**Quality Assurance of Assessment**	20	400	40

*Candidates that have previously completed unit PTD402 as part of an RSL Level 4 Professional Teaching Diploma **within the past 12 months** may use their existing work to apply for **Recognition of Prior Learning (RPL)** using this form. However, this is not compulsory and candidates may choose to produce new evidence for this unit. **Learners who completed the unit longer than 12 months ago must produce new evidence.**

3. Assessment information

3.1 Assessment methodology

The Level 6 Professional Teaching Diploma is assessed remotely and assessment evidence must be submitted digitally. Learners can submit assessment evidence for single units or for the entire Diploma. A full Level 6 Professional Teaching Diploma requires assessment evidence to be submitted for four units.

All assessment of these qualifications is external and is undertaken by RSL Examiners.

3.2 Qualification grade

Unit	Element	Pass	Merit	Distinction
Understanding Learning	Understanding approaches	12 - 14 out of 20	15 - 17 out of 20	18+ out of 20
	Using pedagogical approaches	12 - 14 out of 20	15 - 17 out of 20	18+ out of 20
	Understanding inclusive practice	12 - 14 out of 20	15 - 17 out of 20	18+ out of 20
	Understanding learners	7 - 8 out of 12	9 - 10 out of 12	11+ out of 12
	Critical evaluation	12 - 14 out of 20	15 - 17 out of 20	18+ out of 20
Safe Teaching	Assessing risk	Pass*	N/A	N/A
	Managing safe practice	Pass*	N/A	N/A
	Reflection	Pass*	N/A	N/A
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
	Communication	12 - 14 out of 20	15 - 17 out of 20	18+ out of 20
	Evaluation	12 - 14 out of 20	15 - 17 out of 20	18+ out of 20
Quality Assurance of Assessment	Planning	12 - 14 out of 20	15 - 17 out of 20	18+ out of 20
	Quality Assurance	12 - 14 out of 20	15 - 17 out of 20	18+ out of 20
	Evaluation	7 - 8 out of 12	9 - 10 out of 12	11+ out of 12
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 all three learning outcomes within this unit in order to pass the qualification.

3.3 Retaking unit assessments

On receipt of summative assessment results, learners are permitted **one further attempt** (at an additional charge) **for each unit**. Learners must resit the entire unit and **all unit resits must be completed within 15 months of the original date of registration for the qualification**. This is uncapped and is available to any learner, regardless of the original mark awarded. We recommend that applications to retake assessments are made within two weeks of receipt of original marks as this ensures that retakes are completed while the work is still familiar to the learner. Learners have three months to complete and submit any work from the point of application for a retake.

Following the completion of a resit, any learners who wish to retake the entire qualification must re-register for the qualification and submit entirely 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

Plagiarism is the attempt to use the ideas or words of another and pass them off as one's own, or present those ideas or words as new and original, without appropriately crediting the source.

All candidates must understand that their work needs to be authentic, and that they must reference any research they have undertaken, or any wording, thoughts or ideas which are taken from another source.

RSL will check submissions for plagiarism and where this is detected, relevant learning outcomes will be assessed as Unclassified. In addition, plagiarism will be considered malpractice which will be investigated by RSL and may be subject to sanctions.

3.6 Artificial Intelligence

The use of artificial intelligence (AI) is not encouraged, however **should AI platforms or tools be used then this must be fully evidenced**. Evidence must include the prompts used, a full indication of how the AI responses have been utilised and any use of AI must be fully referenced within the work.

Use of AI platforms or tools is not permitted for any elements of reflection within the qualification.

3.7 Evidence limits

Evidence limits may be observed individually or combined. For example, a submission for unit PTD601 could consist of 3000 words or 20 minutes of audio/visual, or alternatively, 1500 words and 10 minutes of audio/visual. Combined limits can be proportioned in any way.

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

3.8 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.

All RSL examiners are standardised in accordance with the processes and procedures laid down by RSL

4. Candidate Access and Registration

4.1 Access and registration

This qualification will:
- Be available to everyone who is capable of reaching the required standards
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualification

- Applicants **must be 18 years of age or older at the time of certification**

RSL publishes information about the requirements and demands of the qualification.

All evidence is submitted online for external assessment by RSL by individual candidates. Each learner will have their own personal log-in and password through which all submissions will be made and through which grades will be awarded.

RSL does not offer a course of study leading to the award of these qualifications or any formative guidance throughout; it assesses submissions from learners who have studied and prepared externally. Where teachers and centres are mentoring learners, RSL has no quality assurance of these teachers and centres and, as such, has no liability for provision.

Where bulk uploads of registrations are made by centres, the same rules apply as above and RSL's communication will remain directly with the individual learner.

Candidates should complete the qualification in 1 year from the date of registration. Extensions to this time can be applied for by directly contacting RSL awards at info@rslawards.com.

4.2 Accessing data and information

Learners will be able to review the progress of their study through the learner pages. These are learner specific and can be accessed through a personal password system, which will allow a learner to view their own records of unit registration and achievement but not those of any other learner.

4.3 Expectations of Knowledge, Skills and Understanding

The Level 6 Professional Teaching Diploma contains assessment outcomes at Level 6 which are broadly equivalent to an undergraduate degree. Learners will need to ensure that they can access the appropriate training or learning opportunities to gain the skills, knowledge and understanding required for this level.

It is recommended that learners contact a suitable trainer or mentor who will be able to provide them with opportunities for learning and practical application of skills.

5. Further Information and Contact

5.1 International learners

Units in this syllabus document are drafted to take account of legislation and regulations applicable in the UK. If studying outside of the UK, please indicate the relevant legislation and regulations for the country in which you reside, including links to websites or other resources as appropriate.

Information and guidance on using a translator or interpreter is available at: https://www.rslawards.com/about-us/policies-regulations/

5.2 Complaints and appeals

All procedures related to complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations, can be found on the RSL website www.rslawards.com

5.3 Equal opportunities

RSL's Equal Opportunities policy can be found on the RSL website www.rslawards.com

5.4 Contact for help and support

All email correspondence about this qualification should be directed to:
info@rslawards.com

RSL
Harlequin House
7 High Street
Teddington
Middlesex
TW11 8EE

rslawards.com
+44 (0)345 460 4747

Unit Specifications

Understanding Learning

Unit code: PTD601
Level 6
TQT: 700
GLH: 40

Unit aim

The learning process is at the heart of teaching. It is vital that teachers understand how learning takes place and how pedagogical approaches can influence learning. Teaching in music and performing arts areas also brings its own set of influences in the motivation and engagement of learners. You may deliver to students from a wide range of backgrounds, age groups and levels of skill and ability. You need to be able to understand, promote and champion diversity, equality and inclusion both within your own teaching practice and more widely in music and performing arts. In this unit, you will understand how a range of pedagogical approaches can be applied to your own teaching and used more widely in music and performing arts teaching, how different learner groups develop and how this affects the selection of repertoire and teaching styles.

Unit Content

This unit is about developing your knowledge, skills and understanding of pedagogical approaches to learning. You will also develop your understanding of inclusive practice and how to meet the needs to learners.

Pedagogical Approaches

Pedagogy relates to the "how", or practice of educating. It concerns the interaction between teacher and learner, whilst recognising that how children learn and develop is not only subject to what is intended to be taught, but also how it is facilitated.

There are a wide range of pedagogical approaches, used both within the UK and internationally. Learners need to be able to consider the range of approaches commonly used in teaching in the performing arts and consider how these can be applied to your own practice in teaching music and the performing arts.

Pedagogical approaches could include:
- Creative pedagogy
- Enquiry-based learning
- Reflective learning
- Collaborative learning
- Learning through play
- Learning through demonstration
- Effective communication

Education in the Creative Arts

Understanding how learners engage in music and performing arts is important for teachers. The performing arts can often be used as a way of motivating and engaging those learners who find traditional educational approaches more challenging. Many learners are engaged by practical delivery and a sense of achievement through the development of technical, musical and performance skills.

Learners who enter graded examinations will also have to demonstrate self motivation and self-reliance as teachers will often have a limited amount of teaching time to deliver the skills, knowledge and understanding required.

Cognitive Development

Teaching depends on the understanding of how children develop and how the stages of development that can influence teaching styles. Teachers of music and performing arts will often deliver lessons to a diverse range of learners, from the very young to the very old. A secure understanding of the needs of different age groups is therefore important.

Factors affecting cognitive development could include:
- The emotional development of children and adolescents
- Identity and self-esteem
- Body esteem and body image
- Difficult feelings for performers and how to manage them
- Challenge, motivation, support and encouragement
- Fostering creativity
- Individuality and difference
- Self-care and responsibility for learning
- The needs of children and adults with learning difficulties and/or disabilities

Inclusivity

Inclusivity tends to focus on students with special educational needs (SEN). SEN are important factors for the planning, management and evaluation of learning. However, inclusive learning is, in its broadest sense, about considering the diverse needs and backgrounds of all students to create a learning environment where they feel valued and have equal access to learn.

Legislation related to inclusivity

Teachers need to be aware of the legislation which is related to inclusivity, most importantly the Equality Act (2010). The Act is based around the two key concepts of **personal characteristics**, protected by the law and **prohibited conduct**.

Personal characteristics

Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation

Prohibited conduct
- Direct Discrimination
- Indirect Discrimination
- Discrimination arising from Disability
- Victimisation
- Harassment

You should research and review legislation relevant to your territory of practice. For example, https://www.legislation.gov.uk/ukpga/2010/15/part/2/chapter/2

Students with special educational needs (SEN)

Teachers need to be aware of the range of special educational needs that students may have and how students with special educational needs can learn and make progress.

Special educational needs include students with disabilities and/or learning difficulties. The Equality Act defines disability as 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'.

These can fall into four broad categories:
- Cognition and Learning Needs e.g. general and/or specific learning difficulties (such as Dyscalculia and Dyslexia)
- Communication and Interaction Needs e.g. Autistic Spectrum Disorder (ASD), speech, language and communication needs
- Sensory and Physical Needs e.g. hearing impairment, multi-sensory impairment, physical disability, vision impairment
- Social, Mental and Emotional Needs e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), mental health conditions

Teachers need to be aware of the Special Educational Needs Code of Practice (2015), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act (2014) and associated regulations.

Selection of Repertoire

The selection of challenging yet appropriate repertoire will be largely dependent on learners' age groups, skill levels and individual needs.

You will need to be aware of the following considerations when selecting repertoire:
- Physical stamina and development
- Vocal/physical health
- Suitability of material for younger learners
- Complexity of material
- Cultural sensitivity and awareness
- Needs of individual learners

Research and evidencing the approaches

You will need to show how your research into pedagogical practice can be applied to your own practice. This will include providing a sound evidence base that informs your practice and your evaluation.

Learning outcomes

Through completion of this unit, you will:

1. Research and evaluate underpinning pedagogical theories and approaches

2. Understand how a range of different pedagogical approaches meet the needs of music and/or performing arts learners

3. Understand learner development and be able to select appropriate and relevant repertoire for learners

4. Understand how to critically evaluate your own teaching practice in relation to the underpinning theories and approaches

Assessment Evidence

You should provide the following evidence for assessment:
- Analysis of **at least three** pedagogical approaches
- How these relate to your own practice and to music and performing arts teaching more widely
- **Two case studies** which include:
    - The needs of **two contrasting** groups of learners in relation to their cognitive development – the groups of learners should be drawn from your own experience
    - Research into inclusive practice with a focus on the two contrasting groups of learners, including understanding of relevant legislation
    - How you plan and manage teaching of the two groups with reference to theoretical and pedagogical approaches
    - How the needs of these learners influence the selection of repertoire
- A critical evaluation of your practice and how your research evidence base informs your practice

Evidence may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 3000 words. Total audio/visual evidence must not exceed 20 minutes.

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

Marking schemes

1. Research and evaluate underpinning pedagogical theories and approaches

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	**18 - 20**	**15 - 17**	**12 - 14**	**6 - 11**	**0 - 5**
Understanding approaches	You provided a comprehensive analysis of at least three pedagogical approaches and an insightful and perceptive explanation of how these relate to your own practice and wider music/performing arts teaching.	You provided a clear and detailed analysis of at least three pedagogical approaches and a detailed explanation of how these relate to your own practice and wider music/performing arts teaching, showing some insight and thought in your explanation.	You analysed at least three pedagogical approaches and explained how these relate to your own practice and wider music/performing arts teaching.	You provided limited and/or sometimes inaccurate analysis of at least three pedagogical approaches and explained how these relate to your own practice and wider music/performing arts teaching.	No attempt or incomplete analysis of at least three pedagogical approaches and/or explanation of how these relate to your own practice and wider music/performing arts teaching.

2. Understand how a range of different pedagogical approaches meet the needs of music and/or performing arts learners

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	**18 - 20**	**15 - 17**	**12 - 14**	**6 - 11**	**0 - 5**
Using pedagogical approaches	You provided a comprehensive critical analysis of the needs of two contrasting groups of learners and perceptively justified how their cognitive development influences the pedagogical approaches used.	You provided a clear and detailed critical analysis of the needs of two contrasting groups of learners and showed clearly how their cognitive development influences the pedagogical approaches used.	You critically analysed the needs of two contrasting groups of learners and how their cognitive development influences the pedagogical approaches used.	You provided limited and/or sometimes inaccurate critical analysis of the needs of two contrasting groups of learners and how their cognitive development influences the pedagogical approaches used.	No attempt or incomplete critical analysis of the needs of two contrasting groups of learners and how their cognitive development influences the pedagogical approaches used.

3. Understand learner development and be able to select appropriate and relevant repertoire for learners

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	**18 - 20**	**15 - 17**	**12 - 14**	**6 - 11**	**0 - 5**
Understanding inclusive practice	You showed a mature and perceptive understanding of inclusive practice and the wider pedagogical approaches and theories underpinning inclusivity in relation to two contrasting groups of learners. You showed detailed understanding of relevant legislation.	You showed a clear and detailed understanding of inclusive practice and the wider pedagogical approaches and theories underpinning inclusivity in relation to two contrasting groups of learners. You showed clear understanding of relevant legislation.	You showed understanding of inclusive practice and the wider pedagogical approaches and theories underpinning inclusivity in relation to two contrasting groups of learners. You showed understanding of relevant legislation.	You showed limited and/ or sometimes inaccurate understanding of inclusive practice and the wider pedagogical approaches and theories underpinning inclusivity in relation to two contrasting groups of learners. You showed limited and/or sometimes inaccurate understanding of relevant legislation.	No attempt or incomplete demonstration of understanding of inclusive practice and the wider pedagogical approaches and theories underpinning inclusivity in relation to two contrasting groups of learners. No attempt or incomplete demonstration of understanding of relevant legislation.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	**11 - 12**	**9 - 10**	**7 - 8**	**4 - 6**	**0 - 3**
Understanding learners	You used your critical analysis of the needs of two contrasting groups of learners to perceptively justify how their cognitive development influences repertoire selection.	You used your critical analysis of the needs of two contrasting groups of learners to clearly show how their cognitive development influences repertoire selection.	You used your critical analysis of the needs of two contrasting groups of learners to show how their cognitive development influences the pedagogical approaches used.	You demonstrated limited and/ or sometimes inaccurate use of your critical analysis of the needs of two contrasting groups of learners to show how their cognitive development influences the pedagogical approaches used.	No attempt or incomplete use of your critical analysis of the needs of two contrasting groups of learners to show how their cognitive development influences the pedagogical approaches used.

4. Understand how to critically evaluate your own teaching practice in relation to the underpinning theories and approaches

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	18 - 20	15 - 17	12 - 14	6 - 11	0 - 5
Critical evaluation	You provided a comprehensive and insightful critical evaluation of your teaching practice and showed how this is informed by pedagogical theories and concepts and wider music/performing arts teaching. You insightfully compared the classes you have taught in relation to your own practice and wider teaching practice in music/performing arts. You discussed a wide range of specific elements of your teaching practice.	You provided a thoughtful and detailed critical evaluation of your teaching practice and how this is informed by pedagogical theories and concepts and wider music/performing arts teaching. You thoughtfully compared the classes you have taught in relation to your own practice and wider teaching practice in music/performing arts. You discussed a range of specific elements of your teaching practice.	You critically evaluated your teaching practice and showed how this is informed by pedagogical theories and concepts and wider music/performing arts teaching. You compared the classes you have taught in relation to your own practice and wider teaching practice in music/performing arts. You discussed specific elements of your teaching practice.	You demonstrated limited and/or sometimes inaccurate critical evaluation of your teaching practice and how this is informed by pedagogical theories and concepts and wider music/performing arts teaching. You provided a limited comparison of the classes you have taught in relation to your own practice and wider teaching practice in music/performing arts.	No attempt or incomplete critical evaluation of your teaching practice and how this is informed by pedagogical theories and concepts and wider music/performing arts teaching. No attempt or incomplete comparison of the classes you have taught in relation to your own practice and wider teaching practice in music/performing arts.

Safe Teaching

Unit code: PTD402
Level 4
TQT: 200
GLH: 10

Unit aim

This unit provides you with an overview of the key areas of legislation and good practice that you will need to be aware of if you are teaching either privately or within educational institutions (schools, colleges etc). It is vital that you are aware of and comply with the requirements so that you may demonstrate your responsibilities and your duty of care for the well-being and safety of the students you teach.

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

Unit Content

Legislation applicable to teaching (in any setting) in your local area. For example, the Health and Safety Act 1974 if based in the UK.

Health and Safety

You need to be aware of the requirements of the Health and Safety at Work Act 1974 and how this affects your own situation. This is particularly important if you teach in a range of settings or own your own premises. 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 the venue or premises you teach in.

You will also need to understand how public liability and/or professional indemnity insurance applies to your work as a teacher.

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. In tandem with safeguarding and child protection is also an awareness of the Equality Act 2010 and the rights of individuals to be treated fairly and equally.

As a teacher, you will need to be aware responsibilities in relation to safeguarding and child protection which includes:
- How to ensure that children and/or vulnerable adults are protected and safe when in your care
- How to report any suspected safeguarding and/or child protection concerns and to whom

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

Questions to ask yourself about safe practice
- How do you make sure that your teaching is inclusive? What are the challenges and issues to be addressed?
- How do you make sure that you are aware of health and safety requirements?
- What sort of measures do you have in place for safeguarding/child protection?
- How do you make sure you are protecting children you are teaching?
- How do you make sure you are insured against any potential risks?

Learning outcomes

Through completion of this unit, you will:

1. Assess and manage risk when teaching

2. Manage safe practice when teaching

3. Reflect on your own practice

Assessment Evidence

You should provide:

A case study explaining how you manage safe practice when teaching including:

- How you assess key risks in a chosen area of teaching practice
- How you manage health and safety issues
- How you manage safeguarding and child protection
- How you reflect on your own safe teaching practice

Evidence may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 1500 words. Total audio/visual evidence must not exceed 10 minutes.

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

Marking schemes

1. Assess and manage risk when teaching

Attainment Band	Pass	Below Pass
Assessing Risk	You identified a range of relevant risks in a chosen area of teaching practice, assessed the level and impact of risks identified and identified a range of actions and mitigations for the risks identified.	Your identification of a range of relevant risks in a chosen area of teaching practice is either incomplete or the risks identified are not appropriate. You have not assessed the level and impact of risks identified and/or identified a range of actions and mitigations for the risks identified, or your assessment of the level and impact, and action and mitigations are not appropriate.

2. Manage safe practice when teaching

Attainment Band	Pass	Below Pass
Managing Safe Practice	You demonstrated that you take account of, and practice, effective safe teaching.	You have not demonstrated that you take account of, and practice, effective safe teaching.

3. Reflect on your own practice

Attainment Band	Pass	Below Pass
Reflection	You explained how safe practice is managed in a chosen area of teaching practice and reflected upon the effectiveness of your own safe practice.	Your explanation of how safe practice is managed in a chosen area of teaching practice is limited and/or sometimes inaccurate. Your reflection on the effectiveness of your own safe practice is incomplete.

Resources

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

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

Simply Business Public Liability Insurance https://www.simplybusiness.co.uk/insurance/public-liability/#what-is-public-liability-insurance

Websites relating to child protection and safeguarding:

Information on child protection https://learning.nspcc.org.uk/child-protection-system

Information on keeping children safe https://www.nspcc.org.uk/keeping-children-safe/

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

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

Online courses in safeguarding and child protection www.educare.co.uk/

Planning, Facilitating and Evaluating Learning

Unit code: PTD603
Level 6
TQT: 700
GLH: 50

Unit aim

The ability to plan and facilitate learning is at the core of good teaching practice. 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 show how to plan and carry out lessons with your students and evaluate your teaching practice and the learning process.

Unit Content

This unit is about developing your knowledge, skills and understanding of planning, facilitating and evaluating teaching and learning.

Evidence of planning, facilitating and teaching learning should be drawn from your own teaching practice for individuals or groups working up to Level 4 (Level 4 Diploma, Advanced 1/2).

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. This is particularly important for teachers of graded examinations, where the abilities of individuals and groups of students will normally dictate the rate of progress, and some will progress faster than others.

There are a number of methods to use when planning learning:
Schemes of work – these can be useful tools to provide detail of the content and structure of a set of lessons which can identify content coverage and plan out the time required to reach the identified goal.
Lesson plans – for each individual lesson, a detailed plan can be helpful to ensure that the required content for that lesson is covered and that students are making progress with each lesson.

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, show, recital?
- What will need to be covered and in what order?
- Will you need to build in time to practice/refresh learning/prepare for the examination?
- 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)?

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 the syllabus elements
- 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?

Evaluating Learning

Reflection and evaluation of how students are learning and progressing are an essential part of monitoring schemes of work and lesson plans. This would include making appropriate changes to plans and lessons to ensure that students are progressing appropriately.

Inclusive practice

Inclusivity is not just restricted to delivering lessons to students. It needs to be a key factor in the planning and evaluation of learning as well. Inclusive practice may take the following forms:

- **Planning learning:**
  - Ensuring that goals for students are achievable
  - Planning individual learning goals for students
  - Carrying out formative assessment of students' skills and abilities
  - Taking into account any disabilities or learning difficulties which may require different methods of delivery or teaching styles to be incorporated
  - Ensuring appropriate choice of repertoire (e.g. age, cultural or religious background etc.)

- **Delivering teaching sessions:**
  - Identifying any particular needs for students before a class
  - Managing the teaching session so that everyone feels included
  - Communicating clearly with everyone and ensuring that everyone has understood instructions
  - Identifying any additional support needed during a class

- **Evaluating learning:**
  - Identifying individual progress and needs for future sessions
  - Evaluating lesson plans and identifying any changes needed
  - Talking to students about their progress and getting feedback on their needs

Learning outcomes

Through completion of this unit, you will:

1. Plan lessons within a scheme of work

2. Demonstrate a range of teaching techniques appropriate to contrasting groups or individuals

3. Evaluate and compare teaching approaches

Assessment Evidence

You should submit:
- An outline of **two schemes of work** for contrasting individuals or groups of students. This could include:
  - Working at different levels
  - Working towards different goals (exam and show)
  - Working in different genres/disciplines
  - Different ages and/or abilities
  - Different cultural/religious or ethnic backgrounds
- Lesson plans for five consecutive lessons for each individual/group within the scheme of work including identification of student needs and planning to address these needs
- A video submission of **two** 20 minute contrasting lessons in action*
- An evaluation and comparison of the two lessons including student feedback

Evaluation evidence and SoW/lesson plans may be presented as an essay, blog, vlog, podcast or filmed presentation. However, the planning evidence must be recognisable as a set of lesson plans and SoW outlines. Total written evidence must not exceed 2250 words. Total audio/visual evidence must not exceed 15 minutes.

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

*The video submissions should be taken from the five planned lessons. **A leeway of 20% below 20 minutes is permitted.** If longer lessons are submitted, candidates must state which 20 minutes the examiner should assess. This section must be continuous. If this information is not provided, the examiner will only assess the first 20 minutes of each video. Video submissions lasting less than 16 minutes each will be capped at Below Pass 2 for all elements of Learning Outcome 2.

Marking schemes

1. Plan lessons within a scheme of work

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 produced well structured and well thought through outlines for schemes of work, and a comprehensive plan of five sessions for two contrasting groups or individual students.	You produced clear and structured outlines for schemes of work for two contrasting groups or individual students and provided a detailed plan of five lessons for each chosen group or individuals.	You outlined two contrasting schemes of work and planned five lessons for two contrasting groups or individual students.	Your schemes of work and five lesson plans for two contrasting groups or individual students were limited.	No attempt or incomplete planning.

2. Demonstrate a range of teaching techniques appropriate to contrasting groups or individuals

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	Overall, your management of the classes was excellent and demonstrated selection of teaching techniques that showed perceptive understanding of the needs and level of the classes.	Overall, your management of the classes was good and demonstrated selection of teaching techniques that showed understanding of the needs and level of the classes.	Overall, your management of the classes was satisfactory and demonstrated selection of relevant teaching techniques.	Your management of the classes was inconsistent and selection of teaching techniques was limited and/or sometimes inappropriate.	No attempt or no teaching techniques evident.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	**18 - 20**	**15 - 17**	**12 - 14**	**6 - 11**	**0 - 5**
Communication	You maintained an excellent level of communication with the students meaning a consistent and excellent level of engagement and motivation was shown throughout each class.	Overall a very good level of communication was maintained with students meaning a very good level of engagement and motivation was shown throughout each class.	Overall a good level of communication was maintained with the students meaning a good level of engagement and motivation was shown throughout each class.	Your communication was inconsistent and/or sometimes inappropriate meaning limited engagement and motivation was shown throughout the classes.	No attempt or poor communication demonstrated.

3. Evaluate and compare teaching approaches

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 provided a comprehensive and insightful evaluation and comparison of the two classes, and a comprehensive reflection on your teaching practice, showing a perceptive understanding of your teaching ability and learning, strongly influenced by student feedback. You discussed a wide range of specific elements of your teaching practice.	You provided a clear and detailed evaluation and comparison of the two classes, and reflected thoughtfully on your teaching practice, giving thoughtful insight into your progress and the ability to adopt good practice into your own teaching, referencing student feedback. You discussed a range of specific elements of your teaching practice.	You provided an evaluation and comparison of the two classes and reflected on your teaching practice, giving insight into your progress. You discussed specific elements of your teaching practice.	Your evaluation and comparison were limited.	No attempt or incomplete evaluation and/or comparison.

Quality Assurance of Assessment

Unit code: PTD604
Level 6
TQT: 400
GLH: 20

Unit aim

In this unit you will develop an understanding of how to quality assure assessment practices between assessors, including how to make judgements about assessment practice, how to carry out standardisation activities and how to record and communicate quality assurance activities.

Unit Content

Principles of quality assurance of assessment

Quality assurance involves:
- Understanding the standards that are to be maintained
- Ensuring that standards are clearly communicated and understood by colleagues
- Monitoring the standards over time
- Comparing standards with other like assessments
- Identifying and managing any potential risks or issues to maintaining standards

Making judgements about assessment practice

If you are responsible for quality assuring assessment you will need to make decisions about assessment practice. This could include:
- The extent to which assessors are standardised
- Whether the standards being used are current and up to date or whether there is evidence to suggest changes are needed
- How accurate the assessment practice is in maintaining and reinforcing the standard
- The validity of the assessment and whether it continues to be valid

Principles of standardisation

You are likely to be in a position where you will need to carry out standardisation activities for assessors. This may be for a small group or a larger cohort of assessors. You may also be working with colleagues in similar quality assurance roles who are also involved in standardisation activities.

Standardisation can take a variety of forms. This can include:
- Meetings of assessors to consider performance evidence and discuss outcomes and standards
- 'Blind marking' activities to assess how comparable assessor judgements are in practice
- Double marking of written evidence by more than one assessor to compare judgements
- Monitoring examination sessions and assessor practice in the field
- Evaluating statistical information related to assessor performance over time

You will need to consider the most appropriate method of standardisation and whether the activities chosen give assessors opportunities to discuss and agree standards.

Communicating and recording the outcomes of quality assurance activities

You will need to ensure that you have appropriate mechanisms to record and communicate the outcomes of quality assurance activities, both for internal and external purposes.

Recording could include:
- Meeting notes and agreed actions
- Action points from discussions
- Forms and other formal documentation recording outcomes of standardisation or monitoring activities
- Action plans for standardisation and monitoring

Communicating could include:
- Informal discussion with assessors and colleagues
- Formal meetings or forums for discussion of standards
- Formal written communication both internally and externally
- Meetings with colleagues to discuss quality assurance

Learning outcomes

Through completion of this unit, you will:

1. Plan and carry out quality assurance activities for assessment

Assessment Evidence

You will need to submit:
A case study for the quality assurance of assessment that you have carried out. This should include:
- **How you planned the quality assurance activities** – what methods were chosen and how these were appropriate to the assessment methodology
- **How you carried out the quality assurance activities** – what preparations and resources you needed to have in place, how you conducted the quality assurance activities and how you managed the process
- **How you recorded and communicated the outcomes of the quality assurance activities** - including the types of recording and communication methods used
- **An evaluation of your quality assurance practice** – identifying your strengths and areas for improvement, how you managed the quality assurance process, any learning and development needed for the future

Evidence may be presented as an essay, blog, vlog, podcast or filmed presentation. Total written evidence must not exceed 2250 words. Total audio/visual evidence must not exceed 15 minutes.

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

Marking schemes

1. Plan and carry out quality assurance activities for assessment

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 demonstrated comprehensive planning of the quality assurance activity, giving relevant and highly detailed information about the type and nature of the activity and evaluating why you chose the methodology.	You demonstrated clear and accurate planning of the quality assurance activity, giving clear and relevant detail about the type and nature of the activity and why you chose the methodology.	You demonstrated appropriate planning of the quality assurance activity, giving detail about the type and nature of the activity and why you chose the methodology.	Your planning of the quality assurance activity was limited and/or sometimes inappropriate.	No attempt or incomplete planning.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	**18 - 20**	**15 - 17**	**12 - 14**	**6 - 11**	**0 - 5**
Quality Assurance	You gave a comprehensive explanation about how you carried out the quality assurance activity and managed the processes. You demonstrated the ability to comprehensively record and communicate quality assurance outcomes and decisions accurately and using appropriate and innovative methods.	You gave a clear and detailed explanation about how you carried out the quality assurance activity and managed the process. You demonstrated the ability to record and communicate quality assurance outcomes and decisions accurately and using appropriate methods.	You explained how you carried out the quality assurance activity and the process. You demonstrated some ability to record and communicate quality assurance outcomes and decisions accurately and using mostly appropriate methods.	Your explanation, record and communication of outcomes and decisions was limited and/or sometimes inaccurate and/or inappropriate.	No attempt or incomplete explanation, record and/or communication of outcomes and decisions.

Attainment Band	Distinction	Merit	Pass	Below Pass 1	Below Pass 2
Mark Range	**11 - 12**	**9 - 10**	**7 - 8**	**4 - 6**	**0 - 3**
Evaluation	You evaluated your quality assurance practice, giving a comprehensive and perceptive identification of your strengths and areas for improvement and the way in which you managed the quality assurance process.	You evaluated your quality assurance practice, giving a clear and thoughtful identification of your strengths and areas for improvement and the way in which you managed the quality assurance process.	You evaluated elements of your quality assurance practice, identifying relevant strengths and areas for improvement and the way in which you managed the quality assurance process.	Your evaluation was limited.	No attempt or incomplete evaluation.