I-PATH International Performing Arts & Theatre

MUSIC TEACHERS' BOARD







Certificate in Supporting Performing Arts Teaching

Level 3

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MTB I-PATH Level 3 Certificate in Supporting Performing Arts Teaching

Syllabus Specification
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1. Qualification Overview

The MTB I-PATH Level 3 Certificate in Supporting Performing Arts Teaching is designed for people who support, or are preparing to support, teaching within performing arts education. The qualification develops the knowledge, understanding and professional skills needed to support teachers and learners safely, effectively and inclusively.

It is suitable for people supporting areas including dance, acting and drama, Musical Theatre, singing, aerial and acrobatic, and other related performing arts disciplines. The qualification provides an introduction to performing arts teaching and supports progression towards higher-level teaching qualifications.

2. Qualification at a Glance

Qualification Title	MTB I-PATH Level 3 Certificate in Supporting Performing Arts Teaching
Qualification Number	610/8352/5
RQF Level	Level 3
Credit Value	13 Credits
Guided Learning Hours	50 Hours
Total Qualification Time	130 Hours
Minimum Age	15
Teaching-Support Practice	Minimum 20 Hours
Assessment	Course Lead marking with independent MTB I-PATH external second marking
Grading	Pass, Merit or Distinction
Delivery	Blended Learning
Assessment Language	English

3. Qualification Aim

The qualification aims to develop knowledgeable, confident and professional performing arts teaching assistants. Learners will develop their ability to:

- Understand how performing arts learners develop
- Support lessons and rehearsals
- Communicate effectively with learners and teachers
- Encourage learner confidence and participation
- Support safe and inclusive learning
- Understand safeguarding responsibilities
- Maintain appropriate professional boundaries
- Work effectively under the direction of a teacher

4. Who Is This Qualification For?

The qualification is suitable for teaching assistants, trainee teachers, senior performing arts students, classroom support staff, performing arts practitioners considering teaching, volunteers supporting performing arts activities, and people progressing towards a teaching career.

Learners may register from 15 years old.

It is recommended that learners have experience participating in performing arts, an interest in supporting teaching and learning, appropriate communication skills, and access to a suitable performing arts learning environment.

No previous teaching qualification is required.

5. Qualification Structure

Both Parts are mandatory.

Part	Title	Credits
Part 1	Supporting Learner Development and Safe Professional Practice	9
Part 2	Supporting Performing Arts Lessons and Rehearsals	4
Total		**13**

6. Preparing to Take This Qualification

Candidates should agree a suitable study and assessment plan with their approved centre and Course Lead. Preparation may include live or recorded learning, tutorials, mentor support, directed and independent study, professional reading and research, and teaching-support practice.

Candidates must study the content of both parts before assessment and submit the evidence specified in this specification.

7. Assessment Overview

The qualification uses two practical and vocational assessments. There are no written examinations or long-form essays.

Part	Assessment
Part 1	A recorded professional conversation covering learner development, learner support, safeguarding, inclusion and professional practice.
Part 2	A support portfolio, one recorded teaching-support session, a reflective review and an authenticated teaching-support practice record.

All evidence must be submitted securely to I-PATH. The Course Lead first marks each assessment using the standardised I-PATH criteria. An I-PATH External Examiner independently second marks the evidence and I-PATH makes the final decision.

8. Teaching-Support Experience

Candidates must complete at least 20 hours of authenticated performing arts teaching-support practice during the qualification.

Teaching-support practice must take place under the guidance of an appropriately experienced teacher or performing arts practitioner. Activities may include:

- Assisting with lesson or rehearsal preparation;
- Preparing resources and equipment;
- Supporting practical activities;
- Assisting individual learners or small groups;
- Encouraging learner participation and confidence;
- Assisting with class organisation; and
- Supporting a safe and inclusive learning environment.

Practice may take place in a performing arts school, dance school, drama school, musical theatre school, singing school, aerial or acrobatic setting, community organisation or other suitable educational or vocational environment.

The required teaching-support practice forms part of the Total Qualification Time for this qualification.

9. Teaching-Support Recording Requirements

The two Part 2 recording must each show 30 to 40 minutes of assessed teaching-support. The assessed segment begins when the candidate first undertakes a teaching-support activity in the lesson or rehearsal and ends after their final assessed support activity in that session. Set-up and post-lesson discussion do not count towards the required length. Each recording must:

- Be continuous and unedited;
- Clearly identify and show the candidate supporting teaching;
- Be clearly visible and audible;
- Show genuine teaching-support; and
- Be submitted in an I-PATH-approved format.

Recordings with less than 30 minutes or more than 40 minutes of assessed teaching-support will not be accepted for marking. The candidate will be asked to submit a replacement recording, subject to the current Reasonable Adjustments and Special Consideration Policy.

Candidates must retain the original files. I-PATH may request original footage, further evidence or clarification where needed to make or verify an assessment decision.

10. Safeguarding, Consent and Data Protection

Candidates and centres must ensure that teaching-support practice is undertaken safely and appropriately.

Candidates must:

- Follow the centre’s safeguarding procedures;
- Work under appropriate supervision;
- Maintain professional boundaries;

- Follow instructions given by the supervising teacher;
- Report safeguarding concerns through the appropriate procedure; and
- Maintain learner privacy and confidentiality.

Where learner information, images or recordings are used as part of an assessment or verification process, appropriate permission must be obtained and the current I-PATH Safeguarding and Data Protection policies must be followed.

The welfare of learners must always take priority.

11. Assessment and Grading

Each part is marked out of 100. Candidates must pass both parts.

Result	Mark
Not Yet Achieved	0-59
Pass	60-74
Merit	75-89
Distinction	90-100

The final qualification mark is weighted according to the credit value of each part:

- Part 1 contributes 9/13 of the final qualification mark.
- Part 2 contributes 4/13 of the final qualification mark.

The final qualification mark is calculated by multiplying the Part 1 mark by 9 and the Part 2 mark by 4, adding the results and dividing by 13. Candidates must pass both parts to achieve the qualification. Once both parts have been passed, the final qualification grade is based on the weighted qualification mark.

12. Assessment Security, Authenticity and AI

All evidence must represent the candidate's own knowledge, planning, professional judgement and teaching practice.

- The Part 1 conversation and Part 2 teaching recordings must be continuous and unedited;
- Planning, reflective evidence and teaching-support practice records must be authentic;
- Candidates must complete all required authenticity and AI-use declarations; and
- Original documents and recordings must be retained.

Generative AI may be used responsibly for preparation, research, and planning. Candidates must review and adapt AI-generated content and remain responsible for everything submitted.

AI must not be accessed during the Part 1 conversation or used to fabricate teaching-support experience records, learner evidence, assessment decisions or personal reflection. Identifiable learner information, images and recordings must never be entered into a generative AI system.

I-PATH may request further evidence or investigate any assessment where authenticity or integrity is in doubt.

13. Malpractice

Malpractice includes:

- Cheating, impersonation or receiving unauthorised assistance;
- Allowing another person to complete an assessment or produce assessment evidence;
- Falsifying teaching-support practice records;
- Plagiarism or undeclared inappropriate use of Artificial Intelligence;
- Editing assessment recordings; and
- Any other breach of assessment security or integrity.

This list is not exhaustive. Other actions that compromise assessment security or integrity may also constitute malpractice. Suspected malpractice will be managed under the current I-PATH Malpractice and Maladministration Policy.

14. Reasonable Adjustments and Special Consideration

MTB and I-PATH are committed to fair access to assessment. Centres should apply for reasonable adjustments or special consideration in accordance with the current I-PATH Reasonable Adjustments and Special Consideration Policy. Any arrangement must maintain the standard and integrity of the qualification.

15. Resits and Reassessment

Candidates who do not pass a part may be reassessed in accordance with the current I-PATH Assessment Policy.

Part	Possible reassessment
Part 1	A further recorded professional conversation using an approved selection of questions.
Part 2	Further or amended planning, teaching-support recording as directed by I-PATH.

16. Policies

Candidates and centres must follow the current MTB Exams and I-PATH policies, including:

- Assessment and Quality Assurance;
- Academic Integrity and Artificial Intelligence;
- Safeguarding and Data Protection;
- Equality, Diversity and Inclusion;
- Reasonable Adjustments and Special Consideration;
- Malpractice and Maladministration;
- Recognition of Prior Learning; and
- Appeals, Complaints and Conflicts of Interest.

The latest policies and guidance are available from MTB Exams and I-PATH using the following links:
Policies & Specifications - MTB Exams / Members Area - I-PATH

17. Mentor Support

Candidates should have access to an appropriately experienced teacher, mentor or performing arts professional.

A mentor may observe teaching support, provide developmental feedback, discuss professional practice, review planning and verify teaching-support experience hours where required.

Mentors must not provide answers, create assessment evidence or make the final assessment decision.

PART 1: Supporting Learner Development and Safe Professional Practice

Level: 3
Credits: 9
Assessment: Recorded Professional Conversation

Purpose
Part 1 develops the candidate's understanding of learner development and the role of a teaching assistant in supporting learners safely, inclusively and professionally. Candidates learn how learners develop performing arts skills, how to encourage participation and confidence, and how to follow safeguarding and professional procedures.

Key area	Key elements
Learner development	Observation, imitation, practice, rehearsal, confidence and progression.
Engagement and learner support	Motivation, encouragement, participation, wellbeing and supporting individual learners.
Safeguarding and learner welfare	Duty of care, recognising and reporting concerns, supervision and confidentiality.
Professional Practice	Professional conduct, boundaries, reliability, communication and following instructions.
Inclusive teaching	Equality, diversity, accessibility, respect and supporting participation.

Level Expectations	
Key area	**Candidates are expected:**
Learner development	Describe how learners develop performing arts skills through observation, practice and rehearsal.

Engagement and learner support	Identify ways to encourage confidence, participation and learner wellbeing.
Safeguarding and learner welfare	Recognise possible concerns and identify the correct person or procedure for reporting them.
Professional Practice	Describe appropriate conduct, communication, boundaries and the importance of following instructions.
Inclusive teaching	Identify ways to help learners feel respected, included and able to participate.

Learning Outcomes	
LO1	Understand how learners develop performing arts skills.
LO2	Understand factors that influence learner engagement, motivation and confidence.
LO3	Understand how individual learners can be supported appropriately.
LO4	Understand safeguarding and learner-welfare responsibilities.
LO5	Understand professional responsibilities and boundaries.
LO6	Understand how inclusive practice supports learner wellbeing and participation.

Assessment Requirements
Part 1 is assessed through a recorded professional conversation between the candidate and their Course Lead. The conversation must cover all six learning outcomes. Candidates may be asked to:
• Identify relevant principles and practices;
• Describe how a teaching assistant can support a learner;
• Explain how to respond to straightforward professional situations;
• Identify how and to whom a safeguarding concern should be reported; and
• Describe ways to help learners feel included and able to participate.
Candidates may be assessed on any content within Part 1.

Question Selection

MTB I-PATH will provide Course Leads with a secure bank of approved questions.
The Course Lead must select questions that provide balanced coverage of all six learning outcomes.
The Course Lead may ask appropriate follow-up questions to clarify an answer or explore the candidate's understanding in greater depth.
Follow-up questions must not lead the candidate towards a particular answer or provide assistance.

Recorded Professional Conversation

The conversation may be completed through one of the following options:

RVE-style delivery	The candidate and Course Lead are together in person and the conversation is recorded.
LVE-style delivery	The candidate and Course Lead complete the conversation remotely through a live video call, which is recorded.

Standardised Marking Criteria - Mark Allocation

Part 1 is marked out of 100 in accordance with the standardised I-PATH marking criteria.

LO1 - Learner development	20 marks
LO2 - Engagement, motivation and confidence	20 marks
LO3 - Supporting individual learners	15 marks
LO4 - Safeguarding and learner welfare	20 marks
LO5 - Professional practice and boundaries	15 marks
LO6 - Inclusive practice	10 marks

Grade Boundaries

Not Yet Achieved	**0 - 59**	The evidence does not yet demonstrate the knowledge and understanding required at Level 3.
Pass	**60 - 74**	The candidate demonstrates appropriate basic understanding of the topics assessed.
Merit	**75 - 89**	The candidate demonstrates secure understanding and gives clear, relevant explanations and examples.
Distinction	**90 - 100**	The candidate demonstrates comprehensive understanding and gives consistently clear and appropriate responses.

PART 2: Supporting Performing Arts Lessons and Rehearsals

Level: 3
Credits: 4
Assessment: Support Portfolio and Recorded Teaching-Support Practice

Part Purpose
Part 2 develops the candidate's understanding of how to prepare for and support performing arts lessons and rehearsals under the direction of a teacher or performing arts practitioner. Candidates learn how to prepare resources and spaces, support practical activities, communicate effectively and contribute to an organised learning environment.

Key Areas and Key Elements	
Lesson and rehearsal preparation	Lesson aims, preparation, resources, equipment, learning spaces and time management.
Supporting learning activities	Practical activities, demonstrations, small groups, individuals and learner participation.
Communication and teamwork	Listening, verbal and non-verbal communication, professional relationships and teamwork.
Safe and organised support	Following instructions, using resources appropriately and helping maintain a safe environment.

Level Expectations	
Lesson and rehearsal preparation	Identify suitable ways to help prepare resources, equipment and learning spaces.
Supporting learning activities	Describe how to support practical activities and encourage learner participation under a teacher's direction.
Communication and teamwork	Identify appropriate ways to communicate with learners, teachers and other relevant people.
Safe and organised support	Explain the importance of following instructions, procedures and safety guidance.

Learning Outcomes	
LO1	Understand how performing arts lessons and rehearsals are prepared and organised.
LO2	Understand how to support lessons, rehearsals and practical learning activities.
LO3	Understand how to communicate appropriately with learners, teachers and other relevant people.
LO4	Understand how teaching assistants contribute to safe and positive learning environments.

Teaching-Support Experience Requirement

Candidates must complete at least 20 hours of authenticated performing arts teaching-support practice during the qualification.

Candidates must work under the guidance of an appropriately experienced teacher or performing arts practitioner. The hours may include assisting with preparation, supporting activities, helping learners or observing teaching.

Candidates must submit a teaching-support experience record and verification form confirming the hours completed. The record must be verified by the centre, supervising teacher or mentor.

Assessment Requirements

Part 2 is assessed through a support portfolio and recorded teaching-support evidence. Candidates must submit:

- One support plan for the lesson or rehearsal shown in the recording;
- One continuous, unedited recording showing 30 to 40 minutes of assessed teaching-support activity;
- A reflective review of approximately 100 to 150 words; and
- An authenticated MTB I-PATH Teaching-Support Experience Record and Verification Form.

Candidates will complete the evidence in their own time and submit it securely to MTB I-PATH by the specified deadline.

Support Plan

The plan must relate to the lesson or rehearsal shown in the recording. It must identify:

- The lesson or rehearsal aim;
- The candidate's support role and responsibilities;
- The activities, resources or equipment the candidate will help prepare;
- How the candidate will communicate with and support learners under the teacher's direction; and
- Relevant safety or safeguarding procedures.

Recorded Teaching-Support Practice

The recording must show the candidate supporting a genuine performing arts lesson or rehearsal under the direction of a teacher or performing arts practitioner. The assessed segment begins when the candidate first undertakes a teaching-support activity in the lesson or rehearsal and ends after their final assessed support activity in that session. Set-up and post-session discussion do not count towards the required length. The recording must:

- Be continuous and unedited;
- Clearly identify and show the candidate;
- Be clearly visible and audible;
- Show the candidate following instructions and communicating appropriately;
- Show the candidate supporting practical activities or learner participation; and
- Demonstrate safe, inclusive and professional practice.

The recording will be assessed for lesson and rehearsal preparation, support for learning activities, communication and teamwork, and safe and organised support. The candidate must retain the original file. MTB I-PATH may request further evidence or clarification where needed to make or verify an assessment decision.

Reflective Review

The candidate must submit a short review of the recorded session explaining what support they provided, how learners responded and what they learned about supporting a lesson or rehearsal.

Standardised Marking Criteria - Mark Allocation

Part 2 is marked out of 100 in accordance with the standardised I-PATH marking criteria.

Lesson and rehearsal preparation	25 marks
Supporting learning activities	30 marks
Communication and teamwork	25 marks
Safe and organised support	20 marks

Grade Boundaries		
Not Yet Achieved	**0 - 59**	The evidence does not yet demonstrate the knowledge, support skills or professional conduct required at Level 3.
Pass	**60 - 74**	The candidate provides appropriate support and demonstrates basic communication, preparation and safe practice.
Merit	**75 - 89**	The candidate provides effective support and demonstrates secure communication, preparation and safe practice.
Distinction	**90 - 100**	The candidate provides consistently effective support and demonstrates strong communication, preparation and professional practice.

18. Final Qualification Grade Descriptors

Grade	Descriptor
Pass	The candidate demonstrates the knowledge and understanding required at Level 3. They show an appropriate understanding of their role and can apply their knowledge to straightforward performing arts teaching-support situations.
Merit	The candidate demonstrates good knowledge and understanding. They apply their knowledge effectively and demonstrate a clear understanding of learner support, professional responsibilities and safe practice.
Distinction	The candidate demonstrates comprehensive knowledge and understanding. They confidently apply their knowledge to performing arts teaching-support situations and demonstrate strong professional awareness appropriate to Level 3.

19. Progression

Successful completion of the qualification may support progression into:

- Performing arts teaching-assistant roles
- Supervised teaching-support roles
- Trainee teaching opportunities
- Performing arts education
- Further professional development

Candidates may also progress to: **MTB I-PATH Level 4 Diploma in Performing Arts Teaching** or other appropriate higher-level study.

20. Certification

Successful candidates will receive the **MTB I-PATH Level 3 Certificate in Supporting Performing Arts Teaching.**

21. Contact

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Centres should always ensure that they are using the latest version of this specification, the relevant Programme of Study and current MTB Exams and I-PATH policies.