I-PATH International Performing Arts & Theatre

MUSIC TEACHERS' BOARD







Diploma in Performing Arts Teaching

Level 4

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MTB I-PATH Level 4 Diploma in Performing Arts Teaching

Syllabus Specification
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1. Qualification Overview

The MTB I-PATH Level 4 Diploma in Performing Arts Teaching is for current and aspiring teachers who want to develop the professional knowledge and practical teaching skills needed to teach safely, effectively and inclusively. It combines professional study with evidence of genuine teaching practice and is suitable for a wide range of performing arts disciplines.

2. Qualification at a Glance

Qualification Title	MTB I-PATH Level 4 Diploma in Performing Arts Teaching
Qualification Number	610/8353/7
RQF Level	Level 4
Credit Value	100 Credits
Guided Learning Hours	60 Hours
Total Qualification Time	1,000 Hours
Minimum Age	18
Teaching Experience	Minimum 40 Hours
Assessment	Course Lead marking with independent MTB I-PATH external second marking
Grading	Pass, Merit or Distinction
Delivery	Blended Learning
Assessment Language	English

The GLH and TQT shown are the overall values assigned to this qualification. They describe its learning volume across the learner's progression to Level 4. TQT includes guided learning, independent study and preparation, assessment, and any required MTB I-PATH syllabus study, CPD or teacher-training activities that form part of the qualification. These figures are not additional preparation hours required after Level 3 and are not allocated to Part 1, Part 2 or individual assessments.

3. Qualification Aim

The qualification develops knowledgeable, confident and professional performing arts teachers who can:

- Understand how learners acquire and develop performing arts skills;
- Plan and deliver effective performing arts lessons;
- Apply appropriate specialist knowledge within their chosen discipline;
- Support learner engagement, confidence and progression;
- Teach safely, inclusively and professionally;
- Assess learning and provide constructive feedback; and
- Reflect on their teaching and identify areas for development.

4. Who Is This Qualification For?

The qualification is suitable for current and aspiring teachers working in dance, drama, acting, musical theatre, singing, aerial, acrobatics and other related performing arts disciplines. Candidates must:

- Be at least 18 years old when they register;
- Hold a relevant Level 3 qualification or have equivalent experience;
- Have relevant performing arts knowledge or experience;
- Have the communication and independent-study skills required at Level 4;
- Have access to learners and an appropriate teaching environment; and
- Be able to complete genuine performing arts teaching practice during the qualification.

5. Qualification Structure

Both Parts are mandatory.

Part	Title	Credits
Part 1	Learning, Development and Professional Practice in Performing Arts Education	50
Part 2	Planning and Teaching Practice	50
Total		**100**

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 and mentor support, directed and independent study, professional reading and research, and relevant teaching experience.

Candidates must study both parts of the qualification 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, professional responsibilities, safeguarding, inclusion and reflection.
Part 2	A teaching portfolio, one recorded teaching session, a reflective review and an authenticated teaching-practice record.

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

8. Teaching Experience

Candidates must provide evidence of at least 40 hours of performing arts teaching experience. The experience must involve genuine teaching, coaching or rehearsal leadership with learners and may include:

- Group or class teaching;
- Individual teaching or coaching;
- Rehearsal leadership; and
- Workshops or other structured performing arts teaching.

Candidates must complete the candidate section of the MTB I-PATH Teaching Experience Record and Verification Form, which their centre will provide at the start of the course. The centre, Course Lead or mentor must complete the verification section.

The form must record the teaching activity and hours completed and include verification by the centre, Course Lead or mentor. The verified form is the evidence of the candidate's teaching experience and completed hours; no separate hours confirmation is required.

9. Teaching Recording Requirements

The one Part 2 recording must show 30 to 40 minutes of assessed teaching. The assessed segment begins when the candidate first addresses or instructs the learners as part of the lesson and ends when the candidate completes the lesson's final teaching activity or feedback. 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 teaching;
- Be clearly visible and audible;
- Show genuine teaching; and
- Be submitted in an I-PATH-approved format.

Recordings with less than 30 minutes or more than 40 minutes of assessed teaching 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. MTB 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 are responsible for ensuring that all teaching recordings meet safeguarding, consent and data-protection requirements.

- Appropriate permission must be obtained before recording;
- Learner welfare and privacy must take priority;
- Recordings must be stored and submitted securely; and
- Written evidence must not contain identifiable learner information.

The current I-PATH Safeguarding and Data Protection policies must be followed.

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

Part 1 contributes 50% and Part 2 contributes 50% to the final qualification mark. The final qualification mark is calculated by adding the Part 1 and Part 2 marks and dividing the total by two. Candidates must achieve at least 60 marks in each part to achieve the qualification.

Once both parts have been passed, the final qualification grade is based on the weighted qualification mark: Pass 60 - 74, Merit 75 - 89 and Distinction 90 - 100. The final mark is rounded to the nearest whole number before the grade is applied.

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-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, planning and reflection. 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-experience records, learner evidence, assessment decisions or personal reflection. Identifiable learner information, images and recordings must never be entered into a generative AI system.

MTB 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 help;
- Sharing confidential assessment questions;
- Plagiarism or undeclared inappropriate use of AI;
- Falsifying teaching records or learner evidence;
- Editing assessment recordings; and
- Any other breach of assessment security.

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 policy.

Any arrangement must maintain the Level 4 standard and must not remove the requirement to demonstrate safe, professional and competent teaching.

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-recording or reflective evidence, 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, provide developmental feedback, discuss professional practice, review planning and verify teaching-experience hours where required.

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

PART 1: Learning, Development and Professional Practice in Performing Arts Education

Level: 4
Credits: 50
Assessment: Recorded Professional Conversation

Purpose
Part 1 develops the candidate's understanding of how learners learn and develop in performing arts, alongside the professional responsibilities of a performing arts teacher. Candidates study learning approaches, learner motivation, professional conduct, safeguarding, health and safety, inclusion and reflective practice.

Key area	Key elements
Learning and skill development	How learners practise, rehearse, receive feedback and develop performing arts skills.
Engagement and confidence	Motivation, confidence, wellbeing, resilience and learner participation.
Professional practice	Professional conduct, communication, boundaries, confidentiality and record keeping.
Safe practice and safeguarding	Duty of care, supervision, risk awareness and responding to concerns.
Inclusive teaching	Learner needs, accessibility, differentiation and respectful learning environments.
Reflection and improvement	Reviewing teaching, responding to feedback and identifying development needs.

Level Expectations	
Key area	**Candidates are expected:**
Learning and skill development	Describe how learners develop performing arts skills and explain basic learning approaches.
Engagement and confidence	Identify factors that affect learner motivation, confidence, wellbeing and participation.

Professional practice	Describe appropriate professional conduct, communication and boundaries.
Safe practice and safeguarding	Identify common safety and safeguarding responsibilities and explain how concerns should be reported.
Inclusive teaching	Describe ways to support learners with different needs and backgrounds.
Reflection and improvement	Identify strengths and areas for development in their own practice.

Learning Outcomes	
LO1	Understand how learners acquire and develop performing arts skills.
LO2	Understand basic learning approaches and how they can be used in performing arts teaching.
LO3	Understand factors affecting learner engagement, confidence and progression.
LO4	Understand professional responsibilities, communication and boundaries.
LO5	Understand safeguarding, health and safety, equality and inclusive practice.
LO6	Understand how reflection and continuing professional development support effective teaching.

Assessment Requirements
Part 1 is assessed through a recorded professional conversation between the candidate and their Course Lead. During the conversation, candidates must:
• Demonstrate their understanding of all six learning outcomes;
• Explain relevant principles and approaches;
• Apply their knowledge to performing arts teaching;
• Recognise appropriate responses to professional situations;
• Identify suitable actions in safeguarding and safety scenarios; and
• Give examples from their own experience where possible.

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 by the Course Lead using the standardised MTB I-PATH marking criteria. The complete recording is independently second marked by an I-PATH External Examiner.

Learning and skill development and learning approaches	20 marks
Engagement, confidence, wellbeing and progression	15 marks
Professional practice and communication	15 marks
Safe practice and safeguarding	20 marks
Inclusive teaching and learner support	15 marks
Reflection and continuing professional development	15 marks

Grade Boundaries

Not Yet Achieved	**0 - 59**	The evidence does not yet demonstrate the knowledge and understanding required at Level 4.
Pass	**60 - 74**	The candidate demonstrates appropriate knowledge and understanding of performing arts teaching.
Merit	**75 - 89**	The candidate demonstrates secure knowledge and applies it effectively to relevant teaching situations.
Distinction	**90 - 100**	The candidate demonstrates comprehensive knowledge and gives clear, well-considered responses to relevant teaching situations.

PART 2: Planning and Teaching Practice

Level: 4
Credits: 50
Assessment: Planning Portfolio and Recorded Teaching Practice

Part Purpose
Part 2 assesses the candidate's ability to plan and deliver a suitable performing arts lesson and support learners in a safe, inclusive and professional way.

Key Areas and Key Elements	
Planning and progression	Lesson aims, learning outcomes, structure, activities, resources and timing.
Teaching and communication	Explanation, instruction, demonstration, questioning and lesson leadership.
Learner engagement	Encouragement, participation, motivation and appropriate challenge.
Inclusive and safe teaching	Differentiation, learner support, safeguarding and safe practice.
Assessment and feedback	Monitoring learning, correcting appropriately and supporting progress.
Reflection and improvement	Reviewing the lesson and identifying realistic improvements.

Level Expectations	
Planning and progression	Produce a clear plan for one lesson with suitable activities and resources.
Teaching and communication	Explain, instruct and demonstrate in a clear and appropriate way.
Learner engagement	Encourage participation and maintain a supportive learning environment.
Inclusive and safe teaching	Recognise learner needs and make appropriate adaptations.
Assessment and feedback	Monitor learning and provide constructive feedback.
Reflection and improvement	Identify what went well and one or more practical improvements for future teaching.

Learning Outcomes	
LO1	Plan a structured performing arts lesson with clear aims and learning outcomes.
LO2	Deliver a lesson using appropriate teaching methods and specialist knowledge.
LO3	Support learner engagement and respond to individual learner needs.
LO4	Demonstrate safe, inclusive and professional teaching practice.
LO5	Monitor learning and provide appropriate feedback.
LO6	Reflect on the lesson and identify realistic areas for improvement.

Teaching Experience Requirement

Candidates must provide evidence of at least 40 hours of performing arts teaching experience.

Assessment Requirements

Part 2 is assessed through a Planning Portfolio and one recorded teaching session. Candidates must submit:

- One lesson plan for the recorded lesson
- One continuous, unedited recording showing 30 to 40 minutes of assessed teaching;
- A reflective review of approximately 150 to 200 words
- An authenticated I-PATH Teaching 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.

Planning Portfolio

The candidate must submit a lesson plan for each recorded lesson. Each lesson plan must show:

• The lesson aim and learning outcomes;	• The planned teaching activities;
• The lesson structure and timings;	• How learner needs will be supported;
• How learning will be assessed; and	• Relevant safety considerations.

Recorded Teaching Practice

Candidates must submit one continuous, unedited recording of their own teaching. The recording must:

- Be 30 - 40 minutes long
- Clearly identify and show the candidate teaching;
- Be clearly visible and audible;
- Show the candidate communicating and demonstrating as appropriate;
- Provide evidence of learner engagement and participation;
- Show how the candidate responds to learner progress and needs; and
- Demonstrate safe and professional teaching practice.

The recording will be assessed for:

- Planning and preparation;
- Specialist knowledge appropriate to the lesson;
- Teaching and communication;
- Learner engagement;
- Support for individual learners;
- Assessment and feedback;
- Safe and inclusive practice; and
- Professional conduct.

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

Reflective Review

The candidate must submit a reflective review of approximately 150 to 200 words explaining:

- What they intended learners to achieve;
- What went well in the lesson;
- How learners responded;
- What they would change or improve next time; and
- What they learned about their teaching.

The review must relate to the candidate's own planning and teaching experience.

Standardised Marking Criteria - Mark Allocation	
Part 2 is marked out of 100 by the Course Lead using the standardised MTB I-PATH marking criteria. The complete evidence set is independently second marked by an I-PATH External Examiner.	
LO1 - Planning and progression	20 marks
LO2 - Teaching and communication	20 marks
LO3 - Learner engagement and support	20 marks
LO4 and LO6 - Safe, inclusive and professional practice; reflection and improvement	20 marks
LO5 - Assessment, feedback and progression	20 marks

Grade Boundaries		
Not Yet Achieved	**0 - 59**	The evidence does not yet demonstrate the planning, teaching ability or professional practice required at Level 4.
Pass	**60 - 74**	The candidate demonstrates appropriate planning and teaching and maintains a safe learning environment.
Merit	**75 - 89**	The candidate demonstrates secure planning, effective teaching and good support for learner progress.
Distinction	**90 - 100**	The candidate demonstrates clear, confident teaching, effective support for learners and thoughtful reflection appropriate to Level 4.

18. Final Qualification Grade Descriptors

Grade	Descriptor
Pass	Meets the Level 4 standard and demonstrates appropriate knowledge, lesson planning, practical teaching ability and professional practice.
Merit	Demonstrates secure knowledge, effective planning and teaching, good learner support and sound professional judgement.
Distinction	Demonstrates comprehensive knowledge, confident and effective teaching, strong learner support and thoughtful reflection appropriate to Level 4.

19. Progression

Successful completion of the qualification may support progression into:

- Performing arts teaching;
- Independent teaching;
- Studio or school leadership;
- Rehearsal direction;
- Performing arts education;

- Specialist teaching; and
- Further professional development.

Candidates may also progress to the MTB I-PATH Level 6 Advanced Diploma in Performing Arts Teaching, subject to meeting its entry requirements, or to other appropriate higher-level study.

20. Professional Standing

Successful candidates are recognised by MTB I-PATH at Licentiate professional standing and may use the post-nominal LIPATH (Teaching).

21. Certification

Successful candidates will receive the: **MTB I-PATH Level 4 Diploma in Performing Arts Teaching**

22. 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.