I-PATH
International Performing Arts & Theatre

MUSIC TEACHERS' BOARD







Advanced Diploma in Performing Arts Teaching

Level 6

© 2026 International Performing Arts & Theatre Limited and MTB Exams Limited

MTB I-PATH Level 6 Advanced Diploma in Performing Arts Teaching

Syllabus Specification

Last Updated: 13th November 2026

Copyright ©2026 - International Performing Arts & Theatre Limited. This qualification specification and associated assessment materials are the intellectual property of I-PATH. Approved centres and registered learners may use the materials for the delivery and assessment of this qualification. The latest I-PATH policies, procedures and assessment guidance must be followed at all times.

1. Qualification Overview

The MTB I-PATH Level 6 Advanced Diploma in Performing Arts Teaching is for teachers who want to develop advanced professional knowledge and practical teaching ability. 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 6 Advanced Diploma in Performing Arts Teaching
Qualification Number	610/8354/9
RQF Level	Level 6
Credit Value	200 Credits
Guided Learning Hours	120 Hours
Total Qualification Time	2,000 Hours
Minimum Age	18
Teaching Experience	Minimum 100 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 6. 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 4 and are not allocated to Part 1, Part 2 or individual assessments.

3. Qualification Aim

The qualification develops knowledgeable, reflective and highly skilled performing arts teachers who can:

- Understand how learners acquire and develop performing arts skills;
- Plan and deliver structured and progressive teaching;
- Apply secure specialist knowledge within their chosen discipline;
- Teach safely, inclusively and professionally;
- Assess learning and provide effective feedback; and
- Reflect on and improve their teaching practice.

4. Who Is This Qualification For?

The qualification is suitable for experienced and developing 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 4 qualification or have equivalent professional experience;

- Have suitable performing arts teaching or professional experience;
- Have the communication and independent-study skills required at Level 6; and
- Have access to learners and an appropriate teaching environment.

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	150
Total		**200**

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 learning, professional responsibilities, safeguarding, inclusion and reflection.
Part 2	A planning portfolio, two 30-minute teaching recordings, a reflective review and an authenticated teaching-experience record.

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

8. Teaching Experience

Candidates must provide evidence of at least 100 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 two Part 2 recordings must each 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;
- Show a different lesson in a contrasting teaching context;
- 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 25% and Part 2 contributes 75% to the final qualification mark. The final qualification mark is calculated by multiplying the Part 1 mark by 0.25 and the Part 2 mark by 0.75, then adding the results.

Candidates must pass both parts. Once both parts have been passed, the final grade is based on the weighted 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 I-PATH is 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 6 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: 6
Credits: 50
Assessment: Recorded Professional Conversation

Purpose
Part 1 assesses the candidate's understanding of learning, development, professional responsibility, inclusion, safe practice, safeguarding and reflection within performing arts teaching.

Key area	Key elements
Learning and skill development	Learning theories, teaching approaches, demonstration, practice, feedback and progression.
Engagement and confidence	Motivation, confidence, wellbeing, resilience and learner progression.
Professional practice	Professional conduct, communication, boundaries and effective learning environments.
Safe practice and safeguarding	Duty of care, risk management, supervision and responding to concerns.
Inclusive teaching	Differentiation, accessibility, reasonable adjustments and individual learner support.
Reflection and improvement	Evaluating teaching and identifying evidence-informed improvements.

Level Expectations	
Key area	**Candidates are expected:**
Learning and skill development	To explain how learners acquire and develop performing arts skills.
	To analyse how learning theories can be applied to performing arts teaching.
	To evaluate different teaching, rehearsal and feedback approaches.
Engagement and confidence	To analyse factors affecting motivation, confidence, wellbeing and progression.
	To explain how teachers can create positive and supportive learning environments.
Professional practice	To demonstrate an understanding of professional responsibilities, boundaries and conduct.
	To analyse how performing arts learning environments can be managed effectively.

Safe practice and safeguarding	To apply safe-practice and safeguarding principles to realistic teaching situations.
	To explain how safeguarding concerns should be recognised, recorded and reported.
Inclusive teaching	To evaluate how teaching can be adapted to meet different learner needs.
	To consider age, ability, experience, disability, additional needs and learner identity.
Reflection and improvement	To evaluate their own teaching and professional practice.
	To identify realistic, evidence-informed improvements.

Learning Outcomes	
LO1	Critically analyse how learning theories and teaching approaches influence the acquisition and development of performing arts skills.
LO2	Analyse factors affecting learner engagement, confidence, wellbeing and progression.
LO3	Critically analyse professional responsibilities and the effective management of performing arts learning environments.
LO4	Apply and justify safe-practice and safeguarding principles within professional teaching situations.
LO5	Critically evaluate inclusive teaching and learner-support approaches.
LO6	Critically evaluate their own teaching and professional practice and identify evidence-informed improvements.

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 theories;
• Apply their knowledge to performing arts teaching;
• Analyse realistic teaching situations;
• Justify their professional decisions;
• Respond to safety, safeguarding and inclusion scenarios; and
• Refer to examples from their own teaching experience where possible.

Question Selection

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.

LO1 – Learning theory and skill development	20 marks
LO2 – Engagement, confidence, wellbeing and progression	15 marks
LO3 – Professional responsibilities and learning environments	15 marks
LO4 – Safe practice and safeguarding	20 marks
LO5 – Inclusive teaching and learner support	15 marks
LO6 – Reflection and professional practice	15 marks

Grade Boundaries

Not Yet Achieved	**0 - 59**	The evidence does not yet demonstrate the knowledge, understanding or professional judgement required at Level 6.
Pass	**60 - 74**	The candidate demonstrates appropriate understanding and applies their knowledge with some analysis, evaluation and professional justification.
Merit	**75 - 89**	The candidate demonstrates secure knowledge, strong analysis and well-justified professional judgement.
Distinction	**90 - 100**	The candidate demonstrates comprehensive knowledge, critical evaluation and consistently sophisticated, evidence-informed professional judgement.

PART 2: Planning and Teaching Practice

Level: 6
Credits: 150
Assessment: Planning Portfolio and Recorded Teaching Practice

Part Purpose
Part 2 assesses the candidate's ability to plan, deliver and evaluate performing arts teaching within their chosen specialist discipline.

Key Areas and Key Elements	
Planning and progression	Lesson planning, sequencing, progressive learning and clear learning outcomes.
Teaching practice	Specialist knowledge, communication, demonstration, learner engagement and skill development.
Inclusive and safe teaching	Differentiation, learner support, safeguarding and safe practice.
Assessment and feedback	Monitoring learning, providing feedback and supporting progression.
Reflection and improvement	Evaluating planning and teaching and identifying improvements.

Level Expectations	
Planning and progression	To produce clear and appropriate plans for two different lessons.
	To demonstrate how learning develops across four linked lessons.
Teaching practice	To demonstrate secure knowledge of the candidate's chosen performing arts discipline.
	To communicate, explain and demonstrate effectively.
	To develop learners' technical, artistic and performance skills.
	To provide appropriate challenge and maintain learner engagement.
Inclusive and safe teaching	To adapt teaching appropriately for different learners and teaching contexts.
	To demonstrate safe practice, appropriate supervision and professional conduct.
Assessment and feedback	To monitor learning and provide clear, constructive and appropriate feedback.
	To adapt teaching in response to learner progress.
Reflection and improvement	To evaluate the effectiveness of planning and teaching.
	To identify realistic improvements for future teaching practice.

Learning Outcomes	
LO1	Critically analyse and apply planning principles to create structured and progressive performing arts teaching.
LO2	Deliver effective teaching that demonstrates secure specialist knowledge and develops technical, artistic and performance skills.
LO3	Adapt their teaching to provide a safe, inclusive and supportive learning experience.
LO4	Assess learning and provide effective feedback that supports learner progression.
LO5	Critically evaluate their planning and teaching and identify evidence-informed improvements.

Teaching Experience Requirement

Candidates must provide evidence of at least 100 hours of performing arts teaching experience.

Assessment Requirements

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

- Two detailed lesson plans
- An overview of four linked lessons
- A planning rationale of approximately 200 words
- Two continuous, unedited 30 - 40 minute teaching recordings
- A reflective review of approximately 300 words
- An authenticated MTB I-PATH Teaching Experience Record and Verification Form.

Candidates will complete the evidence in their own time and submit it securely to 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.

The candidate must also submit an overview showing how learning will progress across four linked lessons.

Recorded Teaching Practice	
Candidates must submit two continuous, unedited recordings of their own teaching. Each recording must:	
• Be 30 - 40 minutes long	• Show a different lesson
The recordings must show two contrasting teaching contexts. The contrast may relate to:	
• Learner age	• Experience or ability
• Individual or group teaching	• Learning or support needs
Both recordings will be assessed for:	
• Planning and preparation	• Specialist subject knowledge
• Teaching effectiveness	• Communication and demonstration
• Learner engagement	• Adaptation and differentiation
• Assessment and feedback	• Technical, artistic and performance development
• Safe and inclusive practice	• Professional conduct

Reflective Review
The candidate must submit a reflective review of approximately 300 words explaining:
• What they learned from planning and delivering the lessons;
• What was effective;
• What they would improve;
• Why lesson planning is important;
• Why technique and performance should receive equal attention; and
• How the experience will influence their future teaching.
The review must relate to the candidate's own planning, lessons 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 specialist knowledge	20 marks
LO3 - Safe and inclusive teaching	20 marks
LO4 - Assessment, feedback and progression	20 marks
LO5 - Reflection and improvement	20 marks

Grade Boundaries		
Not Yet Achieved	**0 - 59**	The evidence does not yet demonstrate the knowledge, teaching ability or professional judgement required at Level 6.
Pass	**60 - 74**	The candidate demonstrates appropriate planning and teaching, supported by some analysis, evaluation and professional justification.
Merit	**75 - 89**	The candidate demonstrates secure knowledge, effective teaching, strong analysis and well-justified professional judgement.
Distinction	**90 - 100**	The candidate demonstrates comprehensive knowledge, highly effective teaching and consistently sophisticated, evidence-informed professional judgement.

18. Final Qualification Grade Descriptors

Grade	Descriptor
Pass	Meets the Level 6 standard and demonstrates appropriate knowledge, practical teaching ability and professional judgement.
Merit	Demonstrates secure knowledge, effective teaching, strong analysis and well-justified professional judgement.
Distinction	Demonstrates comprehensive knowledge, highly effective teaching and consistently sophisticated, evidence-informed professional judgement.

19. Professional Standing

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

20. Certification

Successful candidates will receive the **MTB I-PATH Level 6 Advanced Diploma in Performing Arts Teaching.**

21. Contact

International Performing Arts & Theatre
Email: info@i-path.org
Website: www.i-path.org

MTB Exams
Email: enquiries@mtbexams.com
Phone: +44 (0)208 145 0631

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.