



# RSL

Awarding the Contemporary Arts



# Level 3 Certificate in Supporting Music and Performing Arts Learning

SEPTEMBER 2022

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## **Acknowledgements**

### **Syllabus design and development**

Syllabus authors: Michelle Jones and Jacquie Kirke

### **Executive producers**

Norton York and Tim Bennett-Hart

### **Contact**

RSL  
Harlequin House  
7 High Street  
Teddington  
Middlesex  
TW11 8EE

rslawards.com  
+44 (0)345 460 4747  
info@rslawards.com

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# 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 September 2022

## This syllabus guide outlines the following qualification:

### RSL Level 3 Certificate in Supporting Music and Performing Arts Learning

For detailed information on all aspects of RSL qualifications visit [rslawards.com](https://www.rslawards.com).

# Qualification at a glance

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

## Assessment

<b>Form of assessment</b>	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks and underpinning theoretical assessments.
<b>Unit format</b>	Unit specifications contain the title, unit code, level, GLH, TQT and credit value, unit aim and content, learning outcomes (what has to be learnt), grading criteria (how the evidence of learning will be graded), and types of evidence required for the unit.
<b>Assessment bands</b>	There are three bands of assessment (Pass, Merit and Distinction) as well as an Unclassified band for each unit. Overall grades for the qualifications are also banded Pass, Merit, Distinction and Unclassified. In order to achieve the minimum of a Pass grade learners must pass every individual learning outcome within every unit taken.
<b>Evidence Limits</b>	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 8 on combining Evidence Limits).
<b>Quality Assurance</b>	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

# 1. Qualification summary

## 1.1 Qualification aim and broad objectives

The RSL Level 3 Certificate in Supporting Music and Performing Arts Learning aims to provide:

- Progression from, and specialist skill development to complement, the graded examinations framework
- Opportunities for learners to develop skills, knowledge and understanding commensurate with assisting a music or performing arts teacher
- Progression to the level 4 and 6 Professional Diplomas

## 1.2 Qualification rationale

RSL's Level 3 Certificate in Supporting Music and Performing Arts Learning has been designed to build upon, and complement, RSL's graded examinations in both Music and Performing Arts. It is aimed at candidates with an interest in becoming a Music or Performing Arts teacher who are undertaking, or planning to undertake the role of a teaching assistant. The qualification provides an introduction to the role of a teaching assistant and is suitable for those that wish to progress to RSL's level 4 and 6 Professional Diplomas or other higher education routes.

## 1.3 Certification title

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

**RSL Level 3 Certificate in Supporting Music and Performing Arts Learning**

## 1.4 Entry requirements and progression

### Entry requirements

There are no formal entry requirements for this qualification. However, relevant experience in the subject area to be delivered in the classroom is required. We **recommend that learners are at least 16 years of age** at the time of certification.

### Progression routes

The units are designed to equip learners with the knowledge and skills required to pursue employment as a teaching assistant or to progress to further or higher education with the view to becoming a Music or Performing Arts teacher.

## 1.5 UCAS Points

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

Qualification grade achieved	Number of UCAS points
Pass	4
Merit	8
Distinction	12

## 1.6 The wider curriculum

RSL's Level 3 Certificate in Supporting Music and Performing Arts Learning provides opportunities for learners to develop their understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, as well as sustainable development, health and safety considerations, and European developments, consistent with international agreements.

### Spiritual, moral, ethical, social, legislative, economic and cultural issues

By its nature, involvement in creative subjects encourages learners to reflect on their achievement, explore spiritual issues, creative abilities and personal insights. It also encourages them to recognise and understand their own and others' worth. They may also explore moral values and attitudes and express their personal views about socially accepted codes of behaviour. There are opportunities to explore notions of community and society and their impact on individuals or groups.

Learners can explore cultures other than their own, group identity and how cultural issues affect creative expression, creation and consumption.

Consideration of issues relating to working in creative industries will inevitably help learners understand their rights, responsibilities, legal and democratic institutions and processes, roles of other bodies, economic development and environmental skills.

### Sustainable development, health and safety considerations and European developments consistent with international agreements

Learners can be given the opportunity to become more sustainability aware through developing understanding of

the interaction between economic, social and environmental systems. For instance, some courses of action can have positive impacts on building human and social capital, but have negative environmental and social impacts.

Since these are practical qualifications, issues relating to health and safety are encountered in many units. Much of the content of qualifications is applicable throughout Europe due to the equivalence of standards, technological advancements and industry processes.

## 2. Unit summary

### 2.1 Level 3 Unit Summary

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

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



# 3. Assessment information

## 3.1 Assessment methodology

The Level 3 Certificate in Supporting Music and Performing Arts Learning is assessed remotely and assessment evidence must be submitted digitally. Learners can submit assessment evidence for single units or for the entire Certificate. A full Level 3 Certificate requires assessment evidence to be submitted for all three units.

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

## 3.2 Unit assessment methodology

The grade awarded to each learner in each unit will depend in practice upon whether the learner has met the grading criteria overall. Learners will need to fulfil all of the learning outcomes contained within the unit in order to be eligible for grading at pass level or above.

All assessment is criterion referenced, based on the achievement of the specified learning outcomes (LOs). The grading criteria relating to each unit will be used to grade work submitted.

The following table provides the possible combinations of grades awarded for learning outcomes, and how these are aggregated into a grade for units 302-TA: Planning Learning and 303-TA: Facilitating Learning:

Total Passes	Total Merits	Total Distinctions	Unit Grade
2	0	0	Pass
0	2	0	Merit
1	0	1	Merit
1	1	0	Merit
0	0	2	Distinction
0	1	1	Distinction

## 3.3 Grading criteria

### Summary

Grading criteria are specific to each unit and a detailed specification accompanies each unit, outlining what is expected to achieve each grade (Pass, Merit and Distinction). In order to achieve the minimum of a Pass grade, learners must pass each of the two learning outcomes within the unit.

### Unclassified grades

If work pertaining to one of the learning outcomes is Unclassified, the grade for the unit is also Unclassified, regardless of the grade awarded for the other learning outcome.

## 3.4 Unit grade bands

The assessor teams are to apply the detailed grading criteria laid down in each unit as required. The grading criteria are 'banded' into the following categories:

### Distinction

A Distinction grade will be awarded where a learner has excelled in all of the tasks contained within the unit. They will use a highly developed and extensive range of skills and be able to produce very convincing and memorable work. They will be capable of producing highly original material/ideas and of presenting them in a very effective way. They will show acute understanding of concepts, including relationships between areas of knowledge, select and successfully use a range of techniques/processes/skills and manipulate them as appropriate. They communicate ideas well and reflect on and review their work insightfully.

### Merit

A Merit grade will be awarded where a learner has produced effective and original work in all of the tasks contained within the unit. They will apply detailed knowledge appropriately in various contexts, use a wide range of sound techniques/processes/skills and know how to adapt these to suit their purposes. They review their work effectively and in detail.

### Pass

A Pass grade will be awarded where a learner has demonstrated all assessment criteria within the unit. They will be able to produce work that is structured and have some grasp of a core range of methods of presentation. They will demonstrate key areas of knowledge well and use basic techniques/process/skills appropriate to the learning outcome. They can carry out a clear but basic review of their own work.

### Unclassified

An Unclassified grade will be awarded where the learner has failed to demonstrate any assessment criteria within the unit.

### 3.5 Qualification grade

In order to be eligible for grading at Pass level or above, learners must pass all of the units contained within the qualification.

Please note that Unit TA-301: Safe Teaching is graded as Pass or Unclassified only. A Pass must be achieved in this unit to achieve the overall qualification. However, as Safe Teaching is capped at a Pass, the qualification grade is calculated using 302-TA: Planning Learning and 303-TA: Facilitating Learning only.

The following table can be used to calculate the overall qualification grade using the three unit grades achieved.

Pass Units	Merit Units	Distinction Units	Qualification Grade
3	0	0	Pass
2	1	0	Pass
2	0	1	Merit
1	2	0	Merit
1	1	1	Distinction
1	0	2	Distinction

### 3.6 Retaking unit assessments

On receipt of summative assessment unit results, learners are permitted one further attempt (at an additional charge) for any or all learning outcomes within any assessed unit. This is uncapped and is available to any learner, regardless of the original grade awarded. We recommend that applications to retake unit assessments are made within two weeks of receipt of original grades 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.

### 3.7 Guide to referencing

It is advised that all referencing utilises the Harvard style:  
<https://www.mendeley.com/guides/harvard-citation-guide>

### 3.8 Evidence limits

Evidence limits may be observed individually or combined. For example, a submission for unit TA-301 could consist of 1000 words or 7 minutes of audio/visual, or alternatively, 500 words and 3 minutes 30 seconds 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.

### 3.9 Quality assurance

Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

All RSL qualifications 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 (we recommend that learners are at least 16 years of age at the time of certification)
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualification

At the point of application, RSL will ensure that all candidates are fully informed 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.

Individual learners must ensure that they have made the necessary arrangements to complete supervised lesson delivery for unit 3 prior to their application.

RSL does not offer a course of study leading to the award of this Certificate 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.

RSL strongly recommend that candidates undertake this qualification under the support and guidance of a qualified teacher. As a minimum, candidates must undertake their lesson delivery for Unit 3 under the supervision of an experienced teacher.

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](mailto: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 Recommended prior learning

Candidates are not required to have any prior learning in order to enter for these qualifications. However, candidates should ensure that they are aware of the requirements and expectations of the qualifications before entry.

# 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.

## 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](http://www.rslawards.com)

## 5.3 Equal opportunities

RSL's Equal Opportunities policy can be found on the RSL website [www.rslawards.com](http://www.rslawards.com)

## 5.4 Contact for help and support

All email correspondence about this qualification should be directed to:

[info@rslawards.com](mailto:info@rslawards.com)

RSL  
Harlequin House  
7 High Street  
Teddington  
Middlesex  
TW11 8EE

[rslawards.com](http://rslawards.com)

+44 (0)345 460 4747

# Unit Specifications

# Safe Teaching

**Unit code: TA-301**

**Level 3**

**TQT: 40**

**GLH: 10**

## Unit aim

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

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

## Learning outcomes

**Through completion of this unit, learners will:**

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

## Grading criteria

### Pass

To achieve a Pass, learners will:

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

### Unclassified

Unclassified learners will exhibit one or more of the following:

1. Lack of evidence of ability to explain how policies and procedures are relevant to ensuring a safe teaching environment.
2. Lack of evidence of ability to explain their own role and responsibilities in maintaining a safe teaching environment.

## Assessment Evidence and Unit Content

**You should provide:**

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

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

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

### **1. Health and Safety**

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

In your discussion you should:

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

### **2. Safeguarding and Child Protection**

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

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

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

In your discussion you should:

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

### 3. Equality, Diversity and Inclusivity

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

In your discussion you should:

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

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

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

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

## Resources

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

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

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

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

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

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

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

[www.educare.co.uk/](http://www.educare.co.uk/) - Offers online courses in safeguarding and child protection.



# Planning Learning

**Unit code: TA-302**

**Level 3**

**TQT: 40**

**GLH: 10**

## Unit aim

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

## Learning outcomes

**Through completion of this unit, learners will:**

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

## Grading criteria

### Distinction

To achieve a Distinction, learners will:

1. Comprehensively explain a range of teaching techniques relevant to the teaching of Music or Performing Arts. The explanation will demonstrate a thorough understanding of the techniques and their relevance.
2. Create a comprehensive lesson plan that includes objectives and activities. The lesson plan will demonstrate rigorous planning.

### Merit

To achieve a Merit, learners will:

1. Provide a clear and detailed explanation of a range of teaching techniques relevant to the teaching of Music or Performing Arts. The explanation will demonstrate a detailed understanding of the techniques and their relevance.
2. Create a clear and detailed lesson plan that includes objectives and activities. The lesson plan will demonstrate considered planning.

### Pass

To achieve a Pass, learners will:

1. Explain a range of teaching techniques relevant to the teaching of Music or Performing Arts.
2. Create a lesson plan that includes objectives and activities.

## Unclassified

Unclassified learners will exhibit one or more of the following:

1. Lack of evidence of ability to explain a range of teaching techniques relevant to the teaching of Music or Performing Arts.
2. Lack of evidence of ability to create a lesson plan that includes objectives and activities.

## Assessment Evidence

### You should provide:

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

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

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

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

## Unit content

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

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

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

### Teaching Techniques

- Communication
- Differentiation
- Behaviour management
- Questioning

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

### Learning and Education Needs

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

## Planning Learning

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

What to think about when planning learning:

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

## Resources

There are a number of websites which give information about teaching techniques. Some useful sources include:  
<https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/> - A guide to communication skills  
<https://www.itac.edu.au/blog/teaching-strategies/questioning-techniques> - A guide to questioning techniques  
<https://www.structural-learning.com/post/differentiation-strategies-a-teachers-guide> - Information on differentiation  
<https://topnotchteaching.com/experts/behaviour-management-strategies/> - An introduction to behaviour management strategies

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

<https://www.classcraft.com/blog/how-to-build-a-great-lesson-plan-with-a-template/> - Information on lesson planning  
<https://www.thoughtco.com/lesson-objectives-that-produce-results-7763> - A guide to writing lesson objectives

## Glossary

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

# Facilitating Learning

**Unit code: TA-303**

**Level 3**

**TQT: 40**

**GLH: 10**

## Unit aim

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

## Learning outcomes

**Through completion of this unit, learners will:**

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

## Grading criteria

### **Distinction**

To achieve a Distinction, learners will:

1. Show accomplished skills in demonstrating at least two teaching techniques when leading a highly effective, short, planned activity under the guidance of a supervising teacher. The activity will be highly engaging and led with consistent confidence.
2. Comprehensively evaluate their own teaching practice, identifying strengths and areas for development. The evaluation will demonstrate extensive consideration of the effectiveness of their planning and delivery.

### **Merit**

To achieve a Merit, learners will:

1. Show well-developed skills in demonstrating at least two teaching techniques when leading an effective, short, planned activity under the guidance of a supervising teacher. The activity will be engaging and led with confidence.
2. Evaluate their own teaching practice clearly and in detail, identifying strengths and areas for development. The evaluation will demonstrate detailed consideration of the effectiveness of their planning and delivery.

### **Pass**

To achieve a Pass, learners will:

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

## Unclassified

Unclassified learners will exhibit one or more of the following:

1. Lack of evidence of ability to demonstrate at least two teaching techniques when leading a short, planned activity under the guidance of a supervising teacher.
2. Lack of evidence of ability to evaluate their own teaching practice, identifying strengths and areas for development.

## Assessment Evidence

### You should provide:

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

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

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

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

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

## Unit content

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

### Facilitating Learning

When facilitating learning, you need to be aware of:

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

### Teaching Techniques

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

- Communication
- Differentiation
- Behaviour management
- Questioning

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

### **Evaluation**

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

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

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

## **Resources**

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

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

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

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

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

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

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

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

# Glossary

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

# Revision History

## **15th November 2023**

Page 11: Updated links

## **15th February 2024**

Page 3: Information on UCAS points added (1.5)