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1. Rationale

This specification has been developed by the Graded Qualifications Alliance which is an Awarding Organisation regulated for England by Ofqual (Office of Qualifications and Examinations Regulations), Wales (Qualification Wales), and Northern Ireland (Council for the Curriculum, Examinations and Assessment).

This specification has been developed to provide a teaching qualification that recognises the acquisition of skills, knowledge, and understanding through experience. It is intended for part-time and full-time teaching in the independent sector for Performing Arts related genre (discipline, subject, form or tradition) including, but not inclusively, genre related to dance, musical theatre, drama, acting, and speech. This qualification is available for teachers from the state sector but does not give qualified teacher status (QTS) for general teaching in the state sector.

This diverse range of settings requires a structure and mode of delivery which is pedagogically appropriate and flexible as well as occupationally and vocationally specific for the teaching of Performing Arts related genre. This is reflected in the design of the specification together with its assessment methodology based on performance assessment, action research and reflection.

The specification and assessment methodology indicate expectations of what the candidate is expected to do, know, and understand. It is the holistic quality of performance that is assessed rather than a list of observed actions.

The result is an award which emphasises the importance of reflective practice, performance and the acquisition of transferable knowledge and skills because it:

- considers the context for teaching and learning;
- promotes reflective practice and the integration of personal and practical skills;
- provides the basis for relevant assessments of individual performance;
- is designed to encourage the development of communities of professional practice;
- promotes continuous professional development;
- provides an approach for the acquisition of best practice.

The specification provides a coherent programme at Level 4 and opportunities for further progression and continuing professional development. Delivery is through a distant learning programme supported by an induction, micro teaching sessions, case studies, teaching practice, and viva discussions. The e-learning journal with built in learning progression has been developed to meet the needs of candidates in various settings.

The final awards are made on the basis of an assessment of performance conducted by an examiner which incorporates micro teaching sessions, an e-learning journal, case studies, an observed lesson, and viva discussions. Awards made are Pass, Pass with Merit, or Pass with Distinction.

This specification offers candidates the scope to study through action research and reflection within their own teaching context. This encourages a comprehensive understanding of the nature and delivery of teaching and learning in settings and contexts that are appropriate for individual teachers. Specification aims and objectives emphasise the requirement for personal involvement, engagement in reflective practice, the development of teaching practices and the capacity to transfer these to other settings. There is an explicit requirement for the demonstration of performance and an expectation that candidates will be able to demonstrate the necessary skills, knowledge and understanding for effective teaching. The structure and method of assessment require candidates to demonstrate:

- levels of performance compared to set minimum criteria;
- engagement in creative, critical and reflective practice;

- an ability to identify, describe and discuss key issues, practices and understandings relevant to the context and setting in which they operate.

2. Specification Aims

The specification is intended to place a clear emphasis on the progressive demonstration of the qualities and attributes necessary for the teaching of Performing Arts related genre. Courses of study and learning opportunities based on this specification should provide appropriate coverage of the following specification aims:

- promotion of the skills, knowledge and understanding of the practice of teaching;
- integration of personal and practical skills, knowledge and understanding;
- promotion of continuous professional development;
- formation of networks that support continuing professional development;
- development of communities of interest and practice;
- developing approaches to reflective practice;
- promotion of safe-working and well-being practices for teachers and learners;
- understanding the duties, responsibilities and business aspects required when teaching.

The specification provides opportunities for individuals to develop in their teaching:

- creative expression;
- critical thinking and analytical skills;
- organisation and problem solving;
- professional skills, knowledge and understanding.

3. Specification Objectives

The course of study based on this specification will enable candidates to:

- engage in the teaching of Performing Arts related genre;
- demonstrate general teaching competencies;
- demonstrate specific genre related teaching competencies;
- demonstrate through performance related activities the skills, knowledge, and understanding described as the minimum expectations at Level 4;
- teach performance related activities based on sound principles that pay due regard to the health and safety, well-being, and safeguarding of learners;
- prepare an e-journal of reflective practice in a form appropriate to the needs of the learner and which demonstrates a capacity to learn by reflection.

4. Progression

This qualification contributes to the national provision of training and qualifications for those involved in teaching Performing Arts related genre. The national provision of training and qualifications may enable candidates to select further routes that provide for personal and professional development.

5. Target Groups

These awards are aimed at those engaged in teaching Performing Arts related genre normally those that are included in GQAL regulated specifications. Entry to the award is open to any prospective candidate who is able to meet the entry requirements.
The full award consists of **Unit 1 – Practice Of Teaching**, and **Unit 2 – Knowing My Genre.** Candidates may enter for several 'Knowing My Genre' units separately over time in order to be awarded for different genre. Unit 1 does not need to be repeated if additional genre are being entered by the same candidate.

6. Specification Overview

The specification outlines two units which can be completed in any order:

Unit 1 Practice Of Teaching

(i) a reflective learning e-journal of the candidate's journey including case study action research and reflection in the 'classroom';
(ii) teaching lesson;
(iii) viva discussions.

Unit 2 Knowing My Genre

(i) micro teaching sessions which demonstrate the candidate's technical skills, knowledge, and understanding of the genre in a teaching context;
(ii) viva discussions.

This process ensures that the final assessment reflects the candidate's demonstrable performance of their skills, knowledge, and understanding compared to the levels of achievement set out in the level descriptions.

7. Subject Content.

Unit 1: Practice Of Teaching.

Candidates will demonstrate in their E-Journal, Case Studies, Teaching Lesson, and Viva Discussions their **general teaching competencies** by:

- demonstrating how to encourage learners to be motivated, work hard and independent;
- using a range of teaching strategies and feedback appropriate so that learners know how to develop, and demonstrate their knowledge and understanding of progression in learning;
- showing a commitment to research, investigation, development and reflection;
- showing through appropriate styles of communication: investigation, development and reflection that is analytical, evaluative, logical, and coherent;
- utilising classroom organisation and the use of resources for learning to provide a positive environment for learners to make progress;
- being a role model to create a positive atmosphere and encouraging appropriate behaviours for learning;
- encouraging positive relationships resulting in learners respecting each other and teacher, reflecting the diversity of learners;
- showing investigation, questioning, and appraising in case studies and viva;
- demonstrating knowledge and understanding of appropriate teaching methods;.
- demonstrating subject skills, knowledge and understanding, and correctly teaching appropriate exercises;
- demonstrating appropriate teaching skills for the subject considering learners individual needs and learning styles, and deploying appropriate interventions and feedback to help learners develop;
- demonstrating an understanding of safe practice in the learning environment and teaching about related health and safety;
- using technical language showing depth of knowledge and understanding;
- showing knowledge and understanding of the duties and responsibilities of a teacher, in particular safeguarding, and inclusive practice;
- showing knowledge and understanding of the necessary business requirements of a school or teacher for the taught subject;
- showing reflective practice in order to develop as a professional able to contribute to a community of practice;
- showing to be up to date with current developments in education and training.

Unit 2 – Knowing My Genre

Candidates will demonstrate in their Micro Teaching Sessions and Viva Discussions their **specific teaching competencies** related to **their chosen genre** by:

- using a range of teaching strategies and feedback appropriate so that learners know how to develop, and demonstrate knowledge and understanding of progression across the programmes of study for their *chosen genre*;
- showing for their *chosen genre* through appropriate styles of communication: investigation, development and reflection that is analytical, evaluative, logical, and coherent;
- utilising classroom organisation and the use of resources for learning to provide a positive environment for learners to make progress in their *chosen genre;*
- for their *chosen genre* showing investigation, questioning, and appraising;
- demonstrating their knowledge and understanding of appropriate teaching methods for their *chosen genre;*
- demonstrating their skills, knowledge and understanding of their *chosen genre*;
- correctly teaching appropriate exercises as in the programmes of study for their *chosen genre;*
- demonstrating appropriate teaching skills, considering learners individual needs and learning styles for their *chosen genre*;
- deploying appropriate interventions and feedback to help learners develop in their *chosen genre;*
- demonstrating an understanding of safe practice in the learning environment for their *chosen genre;*
- teaching about specific related health and safety for their *chosen genre*;
- using technical language showing depth of knowledge and understanding in their *chosen genre.*

8. Examination Components

The examination consists of two units which can be completed in any order or concurrently.

Unit 1 – 'Practice Of Teaching' is based on the candidate practically demonstrating their **general teaching skills in a performing arts context,** supported by their reflective e-journal and case studies followed by a viva discussion.

Unit 2 – 'Knowing My Genre' is based on the candidate practically demonstrating their **technical skills, knowledge and understanding of their chosen genre in a teaching context,** followed by a viva discussion.

9 Total Qualification Time (TQT)

Guided Learning Hours	Other Learning Hours	*Total Qualification Time*	Current Credit Value
215	156	***371***	37

10. Entry Requirements

Entry requirements for this award are set out below:

- Applicants need to be 18 years of age at enrolment.

- Applicants should hold a Grade 7, Intermediate or equivalent Level 3 qualification, in a Performing Arts related genre.

- Applicants should hold a current enhanced DBS or police check in accordance with local law.

- In some circumstances applicants may claim an exception to the qualification entry requirement by applying for recognition of their prior learning, experience, or existing qualifications. Teachers with a regulated teaching qualification of the same level and content may apply for an exemption of Unit 1. Applications should be made to GQAL

- Applicants will need to be involved with teaching for 100 hours during the course evidenced in their journal.

Assessments may be conducted live or remotely.

Candidates are provided with information and guidance relating to the assessment requirements.

11. Duration of Assessments

Candidates are normally expected to complete both units of the qualification in no more than five years.

12. Scheme of Assessment

12.1 Examination Components

Candidates will be assessed on two overarching Examination Components:

Unit 1 – Practice Of Teaching
Unit 2 – Knowing My Genre.

Unit 1 'Practice Of Teaching' requires the candidate to produce an e-learning reflective journal which includes three case studies in response to pre-set briefs. This will be followed by a videoed/live lesson of a maximum of 45 minutes involving students working at Level 1 and a maximum of 60 minutes involving students working at Level 2 or Level 3, followed by a viva discussion with an examiner.

Unit 2 'Knowing My Genre' requires the candidate to produce three videoed micro sessions of a maximum of 30 minutes each in response to three pre-set briefs followed by a viva discussion with an examiner.

12.2 Assessment Objectives

Examination Components are assessed on common assessment objectives.

Assessment Objectives

- Communication
- Learning Process
- Teaching Methods
- Classroom Application
- Professional Practice

12.3 Assessment Criteria

Each Assessment Objective consists of the following Assessment Criteria

Communication

- Communicating motivation
- Communicating how to develop
- Involvement
- Clarity of communication

Learning Process

- Classroom organisation
- Managing behaviour
- Relationships
- Analysis and evaluation

Teaching Methods

- Lesson planning
- General teaching strategies
- Encouraging engagement
- Knowledge & understanding of subject teaching methods

Classroom Application

- Subject skills A & B
- Teaching skills A & B
- Safe teaching A & B
- Technical language

Professional Practice

- Duties and responsibilities
- Business practices
- Reflection
- Professional development

ASSESSMENT CRITERIA FOR EACH UNIT		
ASSESSMENT OBJECTIVES & CRITERIA	**UNIT 1** **PRACTICE OF TEACHING** Includes (i) E-Journal (ii) Case Studies (iii) Lesson (iii) Viva Discussion	**UNIT 2** **KNOWING MY GENRE** Includes (i) Micro Teaching Sessions (ii) Viva Discussion
Communication		
Communicating motivation	✓	
Communicating how to develop	✓	✓
Involvement	✓	
Clarity of communication	✓	✓
Learning Process		
Classroom organisation	✓	✓
Managing behaviour	✓	
Relationships	✓	
Analysis and evaluation	✓	✓
Teaching Methods		
Lesson planning	✓	
General teaching strategies	✓	
Encouraging engagement	✓	
K & U of subject teaching methods	✓	✓
Classroom Application		
Subject skills A	✓	✓
Subject skills B		✓
Teaching skills A	✓	✓
Teaching skills B		✓
Safe teaching A	✓	✓
Safe teaching B		✓
Technical language	✓	✓
Professional Practice		
Duties and responsibilities	✓	
Business practices	✓	
Reflection	✓	
Professional development	✓	

12.4 Assessment Requirements

A description of what teaching competencies the candidate is required to demonstrate through their performance of what they can do, know and understand is provided below.

UNIT 1: PRACTICE OF TEACHING	
ASSESSMENT OBJECTIVES & CRITERIA	**ASSESSMENT REQUIREMENTS**
Communication	
Communicating motivation	Teacher demonstrates how to encourage learners to be motivated, work hard and independent.
Communicating how to develop	Teacher uses a range of teaching strategies and feedback appropriate so that learners know how to develop.
Involvement	Teacher's case studies and viva show their commitment to research, investigation, development and reflection.
Clarity of communication	Teacher's case studies and viva show appropriate styles of communication that are analytical, evaluative, logical, and coherent.
Learning Process	
Classroom organisation	Teacher's classroom organisation and use of resources for learning provides a positive environment for learners to make progress.
Managing behaviour	Teacher as a role model creates a positive atmosphere which encourages appropriate behaviours for learning.
Relationships	Teacher encourages positive relationships resulting in learners respecting each other and teacher, reflecting the diversity of learners.
Analysis and evaluation	Teacher's case studies and viva show investigation, questioning, and appraising.
Teaching Methods	
Lesson planning	Teacher's lesson plan shows clear time management which provides pace and structure and takes into account differing abilities of learners.
General teaching strategies	Teacher provides learners with demonstrations, practice and performance opportunities including warm-ups and cool-downs where appropriate. Learners are provided with feedback and assessment to encourage them to develop.
Encouraging engagement	Teacher ensures learners understand what they are learning. Learning is enhanced by deploying a range of modes of learning, e.g. whole class, group, pair, solo work.
K & U of subject teaching methods	Teacher demonstrates knowledge and understanding of appropriate teaching methods.
Classroom Application	
Subject skills A&B	Teacher demonstrates the relevant subject skills, knowledge and understanding. Appropriate exercises are correctly taught.
Teaching skills A&B	Teacher demonstrates appropriate teaching skills considering learners individual needs and learning styles. Teacher uses appropriate interventions and feedback to support learning.
Safe Teaching A&B	Teacher demonstrates an understanding of safe practice in the learning environment. Teacher teaches about the relevant aspects of health and safety.
Technical language	Teacher uses technical language showing depth of knowledge and understanding.
Professional Practice	
Duties and responsibilities	Teacher shows knowledge and understanding of the duties and responsibilities of a teacher, in particular safeguarding, and inclusive practice.
Business practices	Teacher shows knowledge and understanding of the necessary business requirements of a school or teacher for the taught subject.
Reflection	Teacher shows to be a reflective practitioner to develop as a professional for the taught subject.
Professional development	Teacher shows to be up to date with current developments in education and training for the taught subject.

UNIT 2: KNOWING MY GENRE	
ASSESSMENT OBJECTIVES & CRITERIA	**ASSESSMENT REQUIREMENTS**
Communication	
Communicating motivation	
Communicating how to develop.	Teacher uses a range of teaching strategies and feedback appropriate for their *chosen genre* so that learners know how to develop. Teacher demonstrates knowledge and understanding of progression across the programmes of study for their *chosen genre*.
Involvement	
Clarity of communication	Teacher shows appropriate styles of communication that are analytical, evaluative, logical, and coherent for their *chosen genre*.
Learning Process	
Classroom organisation	Teacher's classroom organisation and use of resources for learning provides a positive environment for learners to make progress in their *chosen genre*.
Managing behaviour	
Relationships	
Analysis and evaluation	Teacher shows investigation, questioning, and appraising for their *chosen genre*.
Teaching Methods	
Lesson planning	
General teaching strategies	
Encouraging engagement	
K & U of subject teaching methods	Teacher demonstrates knowledge and understanding of the appropriate teaching methods for their *chosen genre.*
Classroom Application	
Subject skills A	Teacher demonstrates skills, knowledge and understanding of their *chosen genre*.
Subject skills B	Appropriate exercises are correctly taught as in the programmes of study for their *chosen genre.*
Teaching skills A	Teacher demonstrates appropriate teaching skills for their *chosen genre* considering learners individual needs and learning styles.
Teaching skills B	Teacher uses appropriate interventions and feedback to help learners develop in their *chosen genre*.
Safe teaching A	Teacher demonstrates an understanding of safe practice in the learning environment for their *chosen genre*.
Safe teaching B	Teacher teaches about their *chosen genre* related health and safety aspects
Technical language	Teacher uses technical language for their *chosen genre* showing depth of knowledge and understanding.
Professional Practice	
Duties and responsibilities	
Business practices	
Reflection	
Professional development	

13. Marking

13.1 Marking Scheme

For each **Assessment Criteria**, a mark between 0 and 5 will be awarded indicating the degree the candidate has met the **Required Standard** as defined in the **Marking Grid.**

MARKING GRID					
0	**1**	**2**	**3**	**4**	**5**
*Required standard **not** demonstrated*	*Required standard demonstrated in a very **limited** way*	*Required standard demonstrated in a way that is sometimes **limited** and sometimes **partial***	*Required standard demonstrated in a way that is sometimes **partial** and sometimes of the **required** standard*	***Required** standard demonstrated*	*Required standard **exceeded***

13.2 Mark Allocation Table

MARK ALLOCATION TABLE						
ASSESSMENT OBJECTIVES AND CRITERIA	**UNIT 1: PRACTICE OF TEACHING**				**UNIT 2: KNOWING MY GENRE**	
	Case Studies	**Journal**	**Lesson**	**Viva Discussion**	**Micro-Sessions**	**Viva Discussion**
Communication						
Communicating motivation			5			
Communicating how to develop			5		5	5
Involvement	5			5		
Clarity of communication		5	5	5		5
Learning Process						
Classroom organisation			5		5	
Managing behaviour			5			
Relationships			5			
Analysis and evaluation	5			5		5
Teaching Methods						
Lesson planning			5			
General teaching strategies			5			
Encouraging engagement			5			
K & U of subject teaching methods	5		5	5	5	5
Classroom Application						
Subject skills A			5		5	
Subject skills B					5	
Teaching skills A			5		5	
Teaching skills B					5	
Safe teaching A			5		5	
Safe teaching B					5	
Technical language			5	5	5	5
Professional Practice						
Duties and responsibilities	5			5		
Business practices	5			5		
Reflection	5	5		5		
Professional Development	5	5		5		

Marks are awarded for the extent to which the performance of a candidate matches each of the relevant **Assessment Criteria** in each of the **Assessment Objectives** as shown in the **Mark Allocation** table above.

13.3 Weighting of Marks

UNIT 1: PRACTICE OF TEACHING			
Case Studies 20%	**Journal 5%**	**Lesson 60%**	**Viva Discussion 15%**

UNIT 2: KNOWING MY GENRE	
Micro – Sessions 75%	**Viva Discussion 25%**

Unit 1 and Unit 2 are of equal weighting.

14 Description of Achievement

Depending on the level of performance demonstrated during the qualification a candidate may be awarded either a Pass, or a Pass with Merit, or a Pass with Distinction.

Each award corresponds with the following descriptions and requires that the candidate obtains or exceeds the minimum number of marks set as the boundary for the unit.

Candidates will receive a Certificate of Completion and a Visual Profile for each of Unit 1 and Unit 2.

On successful completion of both units candidates will receive the Full Award for the Regulated Performing Arts Teaching Qualification endorsed in the genre examined. In order for candidates to receive the Full Award they must achieve at least a Pass in both units.

Award	Description of Achievement	Boundary Percentage
Pass	To achieve the award of a Pass the performance of a candidate must reach or partially reach the required standard in most but not necessarily all of the assessment criteria. The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass is that it reaches or partially reaches the required standard indicated in the Level Descriptions.	66%
Merit	To achieve the award of a Pass with Merit the performance of a candidate must reach the required standard in the majority of assessment criteria. The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass with Merit is that it consistently matches and occasionally may exceed the required standard indicated in the Level Descriptions.	76%

Distinction	To achieve the award of a Pass with Distinction the performance of a candidate must reach and exceed the required standard in the majority of assessment criteria. The performance of some candidates may have exceeded the required standard by a considerable margin in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass with Distinction is that it consistently exceeds the required standard indicated in the Level Descriptions.	86%

Level Descriptions provide a guide to the qualities and extent of the level of performance that candidates are expected to demonstrate. Strength in one area of performance may compensate for weakness in another. The overall achievement necessary to match these descriptions will have been demonstrated by a candidate awarded a Pass. Candidates achieving a Pass with Merit, or a Pass with Distinction, will have matched and exceeded the qualities of performance described. The Level Descriptions form a context for the examiner's judgement and when taken as a whole are indicative of expectations.

Level 4 Description.
Candidates will have demonstrated that they can respond promptly and correctly to different situations and are able to make informed decisions based on both pedagogy and good practice in teaching. They are able to manage complex situations in a variety of contexts and know when and how to obtain support. They are able to take increased responsibility for their own work, to obtain information relevant to their role and to offer support and guidance to colleagues. They demonstrate well developed relevant skills and knowledge and the ability to employ this sensitively and appropriately in different settings. They are able to identify, discuss, deliver and evaluate their own contribution to learning and teaching and are able to communicate this as required. They demonstrate sustained effort and enthusiasm and the ability to plan for and take effective action in response to the demands placed upon them.

15. Reasonable Adjustments

Information on assessment, examination and entry requirements for candidates with additional needs are provided in the Teachers Handbook. Where appropriate reasonable adjustments may be made. Further information may be obtained from GQAL.

16. Examination Results

Results and certificates will normally be issued six weeks after the date of the examination. This time is necessary to ensure that all results are properly standardised and checked by GQAL.

17. Language and Bias

Every effort has been made to ensure that this specification and associated mark schemes, procedures and materials are free from any form of bias and have no hidden requirements for entry or assessment. Care has been taken to ensure that the specification, level descriptions, and assessment requirements make appropriate demands on candidates both in terms of their physical safety, well-being, and expectations of physical and cognitive performance in relation to their age and level of ability.

18. Statutory Requirements

It is a requirement that all candidates undertaking this qualification make themselves aware of and comply with the relevant current legislation including that relating to Safeguarding, Health and Safety, Data Protection, and Equality, Diversity and Inclusion.

19. Duration of Specification

This duration of this specification is from ?? to ??