
Specification

**BBO Level 3 Certificate
Dance Teaching Assistant**

bbodance

Qualification recognised by Ofqual and Qualifications Wales

This specification is valid from October 2024

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Summary, Objectives, Aims and Philosophy

Qualification Title and Numbers

Qualification Title	Ofqual Qualification Number	Qualifications Wales Approval/Designation No.
BBO Level 3 Certificate Dance Teaching Assistant	603/6777/5	C00/4391/1

bbodance is dedicated to the development and education of dance teaching professionals by building a supportive and creative learning environment. The Level 3 Certificate Dance Teaching Assistant includes a blended learning approach, where guided learning is combined with online learning and independent study, allowing the student to have more control over the time, pace and style of their learning.

This specification meets the requirements of the regulators for England (Ofqual) and Wales (Qualifications Wales). It has been developed to meet the need for an Award that recognises the acquisition of knowledge, skills and understanding through experience and study of assisting to deliver high quality dance experiences in the private dance school sector/community sector/state sector.

The Level 3 Certificate Dance Teaching Assistant qualification introduces current teaching methodologies and introduces students to observation skills for teaching, knowledge of frameworks, policies and procedures to support teachers, and devising dance teaching activities in order to support students progressing into the dance teaching profession.

Objectives

The Award supports students in acquiring the qualities and attributes necessary to support the teaching of dance, primarily to children, and encouraging students to continue into further study of dance teaching. Level 3 criteria require learners to **analyse, draw conclusions, interpret** or **justify**.

The learning objectives that define the expected goal of the Level 3 Certificate Dance Teaching Assistant qualification in terms of demonstrable skills or knowledge that will be acquired are as follows:

- Practical knowledge of how to work within controlled and predictable situations and know how and when to obtain support
- Identify and select relevant content to contribute to the provision of learning support by devising activities that are safe and appropriate
- Demonstrate understanding of different situations, learning needs and be able to act responsively by accepting direction.

Aims

The Level 3 Certificate Dance Teaching Assistant introduces and develops the skills, knowledge and understanding needed to support the teaching of dance. The qualification has a specific focus on promoting safe working environments for learners and assistant teachers, developing understanding of requirements for dance teachers, support the development of class content to engage learners and to develop observation skills and reflective practice suitable of supporting learners. The qualification consists of three mandatory Modules. The first module introduces students to current dance pedagogy, the second develops understanding of legal and professional frameworks and the final module focuses on developing safe and effective dance content for learners.

Fitness for Purpose

bbodance meets the requirements of fitness for purpose through a rigorous Quality Assurance Framework, which includes:

- The Head of Teaching Qualifications undertakes biannual meetings with faculty to ensure that Quality Assurance is maintained across all modules and faculty and develops strategies for Quality Enhancement.
- A clear schedule of internal moderation across modules and faculty.
- A clear schedule of external moderation across modules and faculty concluding with an External Examiner report to be provided annually as part of the UK academic year and the Examination Board meeting.
- A complete 5-year review of the qualification that includes feedback from students and faculty.

- bbodance Quality Assurance Committee and bbodance Qualifications and Awards Approval Board.
- bbodance policies and guidelines <https://www.bbo.dance/policies-and-guidelines>
- Regulatory and Quality Assurance (QA) Adviser who is in place to support the Head of Teaching Qualifications with grievances, complaints and provide overall QA guidance to the courses.
- Mechanisms for student feedback.
- Council for Dance, Drama and Musical Theatre (CDMT) membership.

Entry Criteria

The qualification is aimed at students who have studied Graded and Vocational Graded Examinations in Dance, or equivalent, and wish to become a qualified dance teaching assistant. The qualification is also a first step in becoming a dance teacher.

- Level 2 Certificate in Vocational Graded Examination in Dance: Intermediate Foundation or Level 2 Award in Graded Examination in Dance: Grade 4 or above in any genre (*or equivalent; i.e., a Level 2 Dance qualification*)
- Recommended age: **14+ years old**

Additional Course Requirements

To complete this qualification students must have a qualified Dance Teacher in a Host School (a dance school who is either a bbodance Approved Centre or approved to host Regulated Performing Arts Graded Examinations offered by an Awarding Organisation). The Host School form must be submitted along with an application for this course.

UCAS Tariff Points

In addition to Level 3 bbodance Graded and Vocational Graded examinations, the Level 3 Certificate Dance Teaching Assistant carries UCAS Tariff points. Many universities, colleges and conservatoires use UCAS Tariff points to determine whether an applicant meets the entry requirements for a course or programme of study. The number of points is determined by the grade achieved (i.e. Pass, Merit or Distinction), as follows:

Level 3 Dance Teaching Assistant Certificate	UCAS Tariff Points
Pass	4
Merit	8
Distinction	12

For more information, visit <https://www.ucas.com/ucas/tariff-calculator>.

Delivery of the Qualification

Mode & Schedule of Delivery

The qualification is delivered from October to January and February to May.

The qualification is taught in a blended form of online learning and independent study.

Online delivery includes live and recorded webinars, individual and group tutorials, access to a Virtual Learning Environment, access to learning materials and resources, access to a personal tutor for each module, and additional support from bbodance staff and their Host School.

A Schedule of Delivery detailing the specific module delivery dates, webinar dates and assessment deadlines is provided in advance of course commencement.

Module Total Credits: 15
Total Qualification Time (TQT): 150 hrs

Guided Learning Hours (GLH): 15 hrs.

Module No.	Module Title	Credits	Study Hours	GLH
3.1	Observation for Teaching	5	50	5
3.2	Frameworks, Policies and Procedures to Support Teachers	5	50	5
3.3	Devising Dance Training Activities	5	50	5

Course Structure & Support

- An overview of all module dates, webinars and summative submission dates is provided in a Schedule of Delivery.
- The Virtual Learning Environment (VLE) provides students with full access to course and module content and a wide range of learning resources, including study skills support.
- In addition to module materials, students are provided with a Student Handbook which details regulatory information, bbodance policies and guidelines on all aspects of studying.
- Students are invited to attend a course overview webinar one week prior to the start of the first module.
- Students are given access to a Course Handbook, which provides a step-by-step guide to module content, delivery and assessment requirements. In addition, students have access to module resources, such as readings, presentations, video material, templates and assessment guidance. Students attend scheduled webinars in which module content is taught live online. All webinars are recorded and students are given access to the recording to ensure accessibility and flexibility with learning.
- Peer learning opportunities and support are provided as part of webinars and/or group tutorials.
- The Qualifications Manager provides additional course support.
- Additional study skills, module, assessment and career development support is provided by the Head of Teaching Qualifications.
- All students are provided with access to TQ Membership and bbodance syllabi materials in support of their studies.

Module Outlines

Module Code and Title	3.1 Observation for Teaching		
Credit Value	5	Study Hours/GLH	50/5

Module Description

This module supports students in developing understanding of the ways in which children develop and how this influences teaching. Students will undertake 15 observations* of children in dance classes (both live and recorded) in order to understand the variety of cognitive, social and physiological development children move through.

*Teaching observations should only be those delivered by the Host School or live/recorded classes made available by bbodance. The observations should be a mixture of free work and syllabi classes with students of up to a standard of Level 2.

Mode of Assessment

Written (100%)

Assessment Details

Students will be required to present their observations in the form of a Learning Journal which evidences their knowledge and understanding of children's stages of learning. This will allow for clear demonstration of the students' understanding and awareness of the importance of observation as a teaching tool.

Learning Outcomes and Assessment Criteria

<p style="text-align: center;">Learning Outcomes</p> <p>By the end of the module, students will:</p>	<p style="text-align: center;">Assessment Criteria</p> <p>Students are expected to:</p>
<p>1. Have knowledge and understanding of observation as a learning and teaching tool</p>	<p>1.1 Evidence completion of the required number of observations</p> <p>1.2 Identify and describe at least 3 teaching strategies observed in each example observation</p> <p>1.3 Analyse how the teaching strategies identified supported learning</p> <p>1.4 Evaluate how the observation process has contributed to an understanding of dance teaching and how to assist dance teaching</p>
<p>2. Be able to identify learner's abilities and needs with basic awareness of cognitive, social and physiological stages of development</p>	<p>2.1 Identify and explain the learners' abilities and needs in relation to stages of development from the 3 example observations</p> <p>2.2 For each stage of development, describe and evaluate an example of how the teacher catered for the learner's abilities and needs</p>
<p>3. Be able to present the written work for the diary and the evaluation at the required standard</p>	<p>3.1 Include accurate references to sources in the form of a bibliography</p> <p>3.2 Present clear and precise work</p>

Module Code and Title	3.2: Frameworks, Policies and Procedures to Support Teachers		
Credit Value	5	Study Hours/GLH	50/5

Module Description

This module introduces students to a range of issues related to safe practice and professional values required in the dance teaching profession. Students will look at qualification frameworks, dance policies (*Equal Opportunities, Safeguarding Children and Child Protection, and Special Considerations and Reasonable Adjustments*) and safeguarding legislation in order to understand where their assistant teaching sits within the wider practice of dance teaching.

Mode of Assessment

Written/Visual (100%)

Assessment Details

Students will be required to create a visual and written document that demonstrates their awareness of the responsibilities in ensuring a safe and effective learning environment. This document could be viewed as a poster for the dance school notice board or a resource on the dance school website and should clearly highlight how the assistant teacher works within the school.

Learning Outcomes and Assessment Criteria

Learning Outcomes By the end of the module, students will:	Assessment Criteria Students are expected to:
1. Have knowledge and understanding of safe practice in the dance teaching environment	1.1 Demonstrate knowledge of a safe dance teaching environment and the role of the assistant teacher in providing a safe environment for learners
2. Have knowledge and understanding of relevant legislation, guidance, policies and best practice	2.1 Identify legislation, guidance and policies that dance teaching assistants must have awareness of 2.2 Demonstrate an awareness of best practice through sharing relevant information for learners or parents/guardians
3. Be able to identify the key professional values needed to plan and support dance classes	3.1 Demonstrate awareness of selected professional values relevant to dance teaching and assisting dance teaching
4. Be able to present written work of the required standard	4.2 Include accurate references to sources in the form of a bibliography 4.1 Present clear and precise work

Module Code and Title	3.3 Devising Dance Training Activities		
Credit Value	5	Study Hours/GLH	50/5

Module Description

This module supports students in developing short exercises and dances that are safe, appropriate for the age range and ability of the learners, and work towards helping students achieve the required vocabulary for BBO syllabi. Students will choose a set BBO syllabus exercise from the BBO Graded Examinations offered and devise training activities that support the development of a step, skill or attribute relevant to the syllabus exercise.

Mode of Assessment

Recorded Presentation (100%)

Assessment Details

Students will be required to select a BBO syllabus exercise from one of the BBO Graded Examinations offered and devise a training activity/exercise to support the development of a step, skill or attribute relevant to the syllabus exercise. They will submit a recording of their training activity/exercise (danced by themselves) including a verbal explanation and rationale.

Learning Outcomes and Assessment Criteria

<p style="text-align: center;">Learning Outcomes</p> <p>By the end of the module, students will:</p>	<p style="text-align: center;">Assessment Criteria</p> <p>Students are expected to:</p>
<p>1. Be able to analyse dance vocabulary</p>	<p>1.1 Select relevant content and/or vocabulary from a BBO syllabus suitable to the learners' ages and abilities</p> <p>1.2 Analyse specific content and/or vocabulary to identify skills that need to be trained</p>
<p>2. Be able to arrange non-syllabus training exercises to support learners' development</p>	<p>2.1 Identify where specific vocabulary falls within the BBO Graded Examinations</p> <p>2.2 Create a relevant and engaging non-syllabus training exercise suitable for the learners' differing abilities and needs</p> <p>2.3 Create suitable build-ups and progressions to support learners' skill development</p> <p>2.4 Demonstrate the training exercise, build-ups and progressions with accuracy</p>
<p>3. Be able to justify choices by discussing principles and progressions of dance, and basic differentiation and inclusion</p>	<p>3.1 Explain and justify choice of training exercise, build-ups and progressions in relation to learning progression within the selected syllabus</p> <p>3.2 Explain how the training exercise, build-ups and progressions may be differentiated to meet the needs of all learners</p>
<p>4. Be able to present work of the required standard</p>	<p>4.1 Present ideas with clarity and precision</p>

4.2 Include accurate references to sources in the form of a bibliography
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Marks and Achievements

Achievement Categories

The qualification is graded as Pass, Merit or Distinction.

Achievement Descriptors

Distinction

70% and above PASS with DISTINCTION

An extremely good response to the assessment(s): all learning outcomes have been achieved to a high standard and some at an exceptionally high level. The work demonstrates some of the following characteristics, beyond that expected for work at the given level of study:

- Originality in the way in which the work has been approached and devised/executed
- In-depth understanding, exploration, insight and/or research
- Evidence of high-quality analysis, synthesis, evaluation, critical appraisal and/or performance
- All specifications for the assessment task, including word limit, have been adhered to
- The organisation of the work and the standard of presentation are very good throughout.

Merit

60%-69% PASS with MERIT

A good response to the assessment(s): all learning outcomes have been met fully and many have been achieved at a good or very good standard. The work demonstrates all or most of the following characteristics in relation to those expected at the given level of study:

- A comprehensive approach to the devising and/or execution of the work
- Very good understanding and exploration, some insight and/or thorough research
- No significant inaccuracies or misunderstandings
- Some high-quality analysis, synthesis, evaluation, critical appraisal and/or performance
- The specifications for the assessment task, including word limit, have been adhered to
- The work is well organised and the standard of presentation is good.

Pass

40%-59% PASS

A sound response to the assessment(s): all learning outcomes have been met and some may have been achieved at a good standard. The work demonstrates some of the following characteristics in relation to those expected at the given level of study:

- An acceptable approach to the devising and/or execution of the work
- Adequate through to a good understanding and exploration, some insight and/or appropriate research
- Some minor inaccuracies and/or misunderstandings
- Sound analysis, synthesis, evaluation, critical appraisal and/or performance
- There are no significant aberrations from the specifications for the assessment task, including the word limit.
- The work is suitably organised and the standard of presentation is at least satisfactory.

Standard Not Yet Achieved

0%-39% Fail

The required standard has not been achieved. The work demonstrates some of the following characteristics in relation to those expected at the given level of study:

- An unacceptable approach to the devising and/or execution of the work
- An inadequate understanding and exploration, that is without insight and/or appropriate research
- Some major inaccuracies and/or misunderstandings
- Inadequate analysis, synthesis, evaluation, critical appraisal and/or performance
- Significant aberrations from the specifications for the assessment task, including the word limit
- The work is not suitably organised and the standard of presentation is not satisfactory.

Students will be offered an opportunity to re-sit the assessment in line with the course regulations.

Learning Resources

The following resources are available for all students:

- Graded examination specifications: <https://www.bbo.dance/examinations>
- A Study Skills resource list and access to live or recorded study skills presentations

Reading List

Essential Reading/Viewing

- Sanders, L. (2016). *Dance Teaching and Learning: Shaping Practice*. 3rd ed. One Dance UK.
- Mosston, M. and Ashworth, S. (2008). *Teaching Physical Education*. Online ed. Available at: https://spectrumofteachingstyles.org/assets/files/book/Teaching_Physical_Edu_1st_Online.pdf (Accessed 11 June 2024).
- bbodance Graded and Vocational Graded syllabi

Additional Reading

A reading list or set readings for each module are provided via the VLE.

Useful Resources

- *Code of Professional Conduct and Practice*. Council for Dance, Drama and Musical Theatre (CDMT), https://cdmt.org.uk/images/RA_SUpporting_Documentation/Code-of-Professional-Conduct-for-Teachers-2017.pdf
- One Dance UK: <https://www.onedanceuk.org/>
- Council for Dance, Drama and Musical Theatre (CDMT): <https://cdmt.org.uk/>
- People Dancing – the foundation for community dance: <https://www.communitydance.org.uk/>
- International Association for Dance Medicine & Science (IADMS): <https://iadms.org/>
- bbodance Continuing Professional Development: <https://www.bbo.dance/cpd-event-listing>
- Video and written syllabus resources in Classical ballet, Jazz, Modern, Tap, Musical Theatre, AcroDancer and Contemporary.