
Specification

**BBO Level 3
Certificate Dance Teaching
Assistant**

bbodance

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Summary, Objectives, Aims and Philosophy

Qualification Title and Numbers

Qualification Title	Ofqual Qualification Number	Qualification Wales Approval/Designation No.
BBO Level 3 Certificate Dance Teaching Assistant	100/3291/5	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 Dance Teaching Assistant Certificate 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 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 aims to meet the requirements of fitness for purpose through a rigorous Quality Assurance Framework, which includes:

- The Teaching Qualifications Manager 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://bbo.dance/policies-and-guidelines>
- Regulatory and Quality Assurance (QA) Adviser who is in place to support the Teaching Qualifications Manager 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 qualified 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 Teaching Qualifications coordinator provides additional course support.
- Additional study skills, module, assessment and career development support is provided by the Teaching Qualifications Manager.
- All students are provided with free Associate Membership with bbodance for the duration of their studies which gives them access to bbodance syllabi material and discounted CPD opportunities 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

Learning Outcomes By the end of the module, students will:	Assessment Criteria Students are expected to:
1. Have knowledge and understanding of observation as a learning and teaching tool	1.1 Identify at least 3 teaching strategies 1.2 Analyse and justify strategies observed 1.3 Draw conclusions on the observed classes pace/balance of content
2. Be able to identify learner's abilities and needs with basic awareness of cognitive, social and physiological stages of development	2.1 Draw conclusions from observations in teaching practices they have viewed 2.2 Draw conclusions from observation of learners why chosen teaching strategies were deployed
3. Ability to present the written work for the diary and the evaluation at the required standard	3.1 Appropriately referenced for Level 3 academic study 3.2 Precise and clear presentation of work

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 world.

Mode of Assessment

Written/Visual (100%)

Assessment Details

Students will be required to submit 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 page of 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. Knowledge and understanding of safe practice in the dance teaching environment	1.1 Evidence knowledge of the role of the assistant teacher in supporting learners' safe and effective progression
2. Knowledge and understanding of professional values for dance teachers in relation to safeguarding and best practice	2.1 Evidence an understanding of best practice and policies that dance teaching assistants must have awareness of 2.2 Demonstrate an awareness of best practice by relevant signposting for learner safety and progression
3. Be able to identify key areas for consideration in relation to professional values in planning content and supporting classes	3.1 Select and convey key information for learners and the learning environment
4. Ability to present written work of the required standard	4.1 Appropriately referenced for Level 3 academic study 4.2 Precise and clear presentation of 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 dance syllabi. Students will choose a bbo dance genre and syllabi from the Graded Examinations offered, in order to devise activities that support the development of a step, skill or attribute.

Mode of Assessment

Recorded Presentation (100%)

Assessment Details

Students will be required to submit a recording of an exercise they have developed (danced by themselves) along with a short verbal rationale of how the exercise is helping children to develop and explaining why this is important for the learners.

Learning Outcomes and Assessment Criteria

Learning Outcomes By the end of the module, students will:	Assessment Criteria Students are expected to:
1. Demonstrate an ability to analyse dance vocabulary	1.1 Select relevant content and/or vocabulary suitable to the learners' age and ability 1.2 Analyse specific vocabulary and demonstrate build-ups and progression
2. Demonstrate an ability to arrange non syllabus training exercises to support learners' development	2.1 Identify where specific vocabulary falls within the bbodance Graded Examinations 2.2 Create relevant and engaging non-syllabi training exercises suitable for the learner
3. Be able to justify choices by discussing principles and progressions of dance	3.1 Justify specific build-ups and progression for selected vocabulary 3.2 Justify their choices through clear communication and evidence
4. Ability to present work of the required standard	4.1 Precise and clear presentation of work

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 at 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 specification: <https://bbo.dance/dance-with-us/syllabus>
- A Study Skills resource list and access to live or recorded study skills seminars

Reading List

Essential Reading/Viewing

- Sanders, L. (2016). *Dance Teaching and Learning: Shaping Practice*. 3rd ed. One Dance UK.
- 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
- EthicsDance: The ethics dance site emerged from doctoral studies into ethics and dance by dance and health education consultant Dr Sho Botham: <http://www.ethicsdance.co.uk/downloads.html>
- One Dance UK Healthier Dancer Programme: <https://www.onedanceuk.org/programme/healthier-dancer-programme/>
- TES (Times Educational Supplement): <https://www.tes.co.uk/teaching-resources>
- Continuing Professional Development offered throughout the year by bbodance: <https://bbo.dance/train-with-us/continuing-professional-development>
- Video and written syllabus resources in Classical ballet, Jazz, Modern, Tap, Musical Theatre and Contemporary: <https://bbo.dance/uk-members> and <https://bbo.dance/australasia>