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# Specification

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**BBO Level 3  
Certificate Dance Teaching  
Assistant**

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**bbodance**

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# Summary, Objectives, Aims and Philosophy

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## Qualification Title and Numbers

Qualification Title	Ofqual Qualification Number	Qualification Wales Approval/Designation No.
BBO Level 3 Certificate Dance Teaching Assistant	D/618/5297	TBC

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 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 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**. 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.

- 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 Head of Teaching Qualification 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 Adviser (QA) who is in place to support the Head of Teaching Qualifications with grievances, complaints and provide overall QA guidance to the courses
- Modular training day feedback and full course feedback system
- CDMT member - Council for Dance, Drama and Musical Theatre

## Entry Criteria

The qualification is aimed at students who have studied Graded and Vocational Graded Examinations in Dance, or equivalent, and wish to progress to become 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.

# Delivery of the Qualification

## Mode & Schedule of Delivery

Online UK Academic Calendar	Online Calendar year
All Modules run January to May and October to February	All Modules run January to May and October to February

**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 release dates, and summative submission dates is provided on an academic year planner
- The Virtual Learning Environment will enable students' full access to course and modular content and a wide range of learning resources
- Full information regarding the delivery and structure of the course will be sent to each student prior to the start of the course in the form of the Online Student Manual. This includes information regarding accessing course lectures and learning journals on the bbodance Teaching Qualifications Virtual Learning Environment (VLE)
- A course overview webinar via an online video communications platform will take place 7 - 10 days before the first modular release day
- For each module a Virtual Learning page is provided that includes a Learning Journal to take the student through the module step by step and this includes the assignment brief for each Module which provides clarification on the aims of the Module and Learning Outcomes, the support provided for the module via your personal tutor (including online video conference application, phone or in person tutorials and written feedback) and the summative hand in dates. All learning resources are embedded onto the Virtual Learning page. Students also have access to a forum board to share questions and ideas and this is monitored and responded to via the module leader
- Peer learning opportunities and support will be provided via a virtual communication platform. Details of these webinars and group tutorials will be included in the Learning Journal: module assignment briefs, and an overview of these will be provided on the course planner. Additionally, these sessions will be recorded and the link to these films will be made available on the Virtual Learning page. This allows students to retain flexibility regarding their time commitments
- The Level 3 Co-Ordinator provides additional course support.
- The Level 3 Course Manager provides additional modular and career development support.

# Module Outlines

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

## Module Descriptors

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

### Assessment Guidance & Assessment Tasks

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

<b>Learning Outcomes: the student will;</b>	<b>Assessment Criteria: the student can;</b>
<b>1. Have knowledge and understanding of observation as a learning and teaching tool</b>	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

<p><b>2. Be able to identify learner’s abilities and needs with basic awareness of cognitive, social and physiological stages of development</b></p>	<p>2.1 Draw conclusions from observations in teaching practices they have viewed</p> <p>2.2 Draw conclusion from observation of learners why chosen teaching strategies were deployed.</p>
<p><b>3. Ability to present the written work for the diary and the evaluation at the required standard</b></p>	<p>3.1 Appropriately referenced for Level 3 academic study</p> <p>3.2 Precise and clear presentation of work</p>



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

## Module Descriptors

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, bbodance 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

### Assessment Guidance & Assessment Tasks

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

<b>Learning Outcomes: the student will;</b>	<b>Assessment Criteria: the student can;</b>
<b>1. Knowledge and understanding of safe practice in the dance teaching environment</b>	1.1 Evidence knowledge of the role of the assistant teacher in supporting learners' safe and effective progression
<b>2. Knowledge and understanding of professional values for dance teachers in relation to safeguarding and best practice</b>	2.1 Evidence an understanding of best practice and polices 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

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

## Module Descriptors

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 bbodance syllabi. Students will choose a bbodance 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

### Assessment Guidance & Assessment Tasks

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

<b>Learning Outcomes: the candidate will;</b>	<b>Assessment Criteria: the candidate can;</b>
<b>1. Demonstrate an ability to analyse dance vocabulary</b>	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
<b>2. Demonstrate an ability to arrange non syllabus training exercises to support learners' development</b>	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

<b>3. Be able to justify choices by discussing principles and progressions of dance</b>	3.1 Justify specific build-ups and progression for selected vocabulary 3.2 Justify their choices through clear communication and evidence
<b>4. Ability to present work of the required standard</b>	4.1 Precise and clear presentation of work

# Marks and Achievements

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## 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

- 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

# Teaching Resources

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## The following resources are available for all students:

- Graded Examination specification: <https://bbo.dance/dance-with-us/syllabus>
- An updated reading list is provided via the Module leader and sent electronically or posted onto the students Virtual Learning Environment.

## Reading List

### Essential Reading

- Jasper, L. and Briggs, J. and Davies, S. (2016). *Dance Teaching and Learning Shaping Practice: Shaping Practice*. One Dance UK
- bbodance Graded and Vocational Graded syllabi

## Useful Resources

### An extensive list of resources for teachers

- Resource Lists for Teachers of Dance compiled by Fiona Smith:  
<https://www.onedanceuk.org/resource/resource-lists-for-teachers-of-dance-compiled-by-fiona-smith/>

### Additional resources

- 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>
- The Institute for Dance Science and Medicine: <http://www.danceuk.org/healthier-dancerprogramme/national-institute-dance-medicine-and-science/>
- 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, Tap, Jazz, Modern, Musical Theatre and Contemporary: <https://bbo.dance/uk-members>