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# Level 4 Diploma in Dance Teaching

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**Course Handbook &  
Specification**

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**2018-19**

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## LEVEL 4 DIPLOMA IN DANCE TEACHING

### PURPOSE OF YOUR COURSE HANDBOOK

Your course handbook is designed to provide you with information about your programme of study. Please read it carefully and use it as a reference for your course. The information provided within the handbook is correct at the time of print. Any major amendments will be emailed directly to you.

### TEACHING QUALIFICATIONS

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Teaching Qualifications Coordinator:	Kate Vandivier	email: <a href="mailto:tq@bbo.dance">tq@bbo.dance</a>
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### COURSE INFORMATION

Welcome to the Teaching Qualifications course at bbodance and thank you for choosing to study with us. You are joining an extensively revised and exciting new course, which is committed to helping you to reach your full potential as a dance teacher.

### COURSE STRUCTURE

In advance of each module you will be sent an outline of each days training including course content, reading materials and a task or question to prepare. The venue and timings of each day will be confirmed and you will be advised on what you are required to bring to the course, for example practical dance clothes.

### AIM

This introductory Level 4 course aims to develop learner's observational skills in relation to current teaching and learning methodologies and prepare learners to apply these skills to their personal pedagogic practice. The course also informs learners understanding of health, safety and safeguarding, professional dance practice; self-management and finance and the importance of critical reflection to the dance teaching practitioner.

### AWARD

The Office of the Qualifications and Examinations Regulator's (Ofqual) Accreditation Number for the course is 601/7203/4.

A Diploma at Level 4 accredited with Ofqual is at Level 5 on the European Qualifications Framework (EQF) with a value of 70 credits.

It is graded as Pass, Merit or Distinction

The marks for each module will be totalled and then averaged to ascertain whether your diploma will be awarded at Pass, Merit or Distinction.

## GRADING DESCRIPTORS

Level 4 - 6 Modules	Grading Descriptor
70% and above  PASS  DISTINCTION	<p>An extremely good response to the task: <b>all learning outcomes have been achieved to a high standard and some at an exceptionally high level.</b></p> <p>The work demonstrates some of the following characteristics, <b>beyond that expected for work at the given level of study:</b></p> <ul style="list-style-type: none"> <li>• Originality in the way in which the work has been approached and devised/executed</li> <li>• In-depth understanding, exploration, insight and/or research</li> <li>• Evidence of high quality analysis, synthesis, evaluation, critical appraisal and/or performance</li> </ul> <p>All specifications for the assessment task, including word limit, have been adhered to. The organisation of the work and the standard of presentation is very good throughout.</p>
60%-69%  PASS  MERIT	<p>A good response to the task: <b>all learning outcomes have been met fully and many have been achieved at a good or very good standard.</b></p> <p>The work demonstrates all or most of the following characteristics <b>in relation to those expected at the given level of study;</b></p> <ul style="list-style-type: none"> <li>• A standard and comprehensive approach to the devising and/or execution of the work</li> <li>• Very good understanding and exploration, some insight and/or thorough research</li> <li>• No significant inaccuracies or misunderstandings</li> <li>• Some high quality analysis, synthesis, evaluation, critical appraisal and/or performance</li> </ul> <p>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.</p>
40%-59%  PASS	<p>A sound response to the task: <b>all learning outcomes have been met and some may have been achieved at a good standard.</b></p> <p>The work demonstrates some of the following characteristics <b>in relation to those expected at the given level of study;</b></p> <ul style="list-style-type: none"> <li>• A standard and comprehensive approach to the devising and/or execution of the work</li> <li>• Adequate through to a good understanding and exploration, some insight and/or appropriate research</li> <li>• Some minor inaccuracies and/or misunderstandings</li> <li>• Sound analysis, synthesis, evaluation, critical appraisal and/or performance</li> </ul> <p>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.</p>
0% - 39%  DEFER	<p>The required standard has not been achieved.</p>

## LEVEL 4 MODULES

<b>Module No.</b>	<b>Module Title</b>	<b>Credits/TQT</b>	<b>GLH</b>
4.1	Observing Teaching and Learning Strategies	20/200	22
4.2	Health, Safety and Safeguarding	5/50	14
4.3	Professional Dance Practice; Self-Management and Finance	10/100	10
4.4	Applying Teaching and Learning Strategies; Micro-Teach	20/200	18
4.5	Critical and Reflective Practice	15/150	16

**Total Credits: 70**

**TQT: 700 hrs**

**GLH: 80 hrs**

## LEVEL 4 MODULE DESCRIPTORS

### MODULE 4.1: OBSERVING TEACHING AND LEARNING STRATEGIES

#### AIM

This module aims to provide students with essential skills in practical dance teaching. Students will develop observational skills, which will enable them to identify, analyse and apply teaching and learning strategies to their own practice whilst informing their pedagogic development. The module will focus on the importance of differentiation and inclusivity, summative and formative assessment methods, evaluation and reflection, the incorporation of appropriate teaching resources and the recording of student progression in relation to the individual students learning journey.

**CREDITS:** 20

**TQT:** 200 hrs

**GLH:** 22 hrs

**SSA'S:** 9.1 Performing Arts

**MODULE GRADING STRUCTURE:** Pass, Merit & Distinction

#### ASSESSMENT GUIDANCE

##### ASSESSMENT TASKS

There are two parts to the assessment of this module:

1. Teaching observation journal documenting 30 hours of observation (50%). This will also involve the selection of 10 highlighted entries that will directly address the learning outcomes.
2. **1500 word** written evaluation of one observation (50%)

#### REQUIREMENTS

- Learners must undertake teacher observations and analysis of 30 hours of dance classes. The 30 hours of observed dance teaching should be analysed through a detailed observational journal to include a **200 word** reflection of each observation. Out of the total 30 hours, 10 will be further selected that fully cover the learning outcomes. 50% of the observed lessons should be in the learners preferred genre, syllabus or level.
- Finally, learners must write a **1500 word** evaluation that is appropriately referenced for Level 4 academic study; this may be one of the 30 hours included in the observational journal but it may not be one of the 10 highlighted entries.

**LEARNING OUTCOMES/ ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1.0	Identify and analyse the structure of a dance lesson	1.1	Identifies lesson structure
		1.2	Analyses in relation to own practice
2.0	Identify, analyse and evaluate a range of teaching and learning strategies	2.1	Identifies strategies employed in observations
		2.2	Analyses and evaluates strategies observed
3.0	Recognise the value of the use of a range of appropriate resources to ensure inclusivity	3.1	Identifies a range of resources employed in practice
		3.2	Evaluates the appropriateness of resources in relation to inclusive practice
4.0	Ability to identify and evaluate teaching delivery skills including pace, motivational techniques and classroom management.	4.1	Identifies delivery techniques employed in teaching
		4.2	Evaluates delivery techniques
5.0	Demonstrate a sound understanding of the principles and practices of assessment	5.1	Identifies observed assessment methods
		5.2	Evaluates their effectiveness
6.0	Ability to reflect on the relevance of observation to their own pedagogic practice	6.1	Evaluates, analyses and reflects on observations in direct relation to their own pedagogic practice
		6.2	Identifies strengths and areas for continuing professional development in own pedagogic practice
7.0	Ability to present written work of the required standard	7.1	Appropriately referenced for Level 4 academic study
		7.2	The specifications of the assessment task, including word limit, have been adhered to.
		7.3	The organisation of the work and the standard of presentation is very good throughout

## MODULE 4.2: HEALTH, SAFETY AND SAFEGUARDING

### AIM

This module aims to develop awareness and understanding of current legislation, guidelines, policies and procedures for safeguarding and child protection processes and relate these to their role as a dance teacher and responsibilities within their organisation. Students will gain awareness of the appropriate practice to raise concerns or to evidence that a child or young person has been abused, harmed or bullied. The module will additionally include discussion on how safeguarding affects teaching, with specific reference to the use of touch.

A pre requisite for this module is that students also develop a full understanding of the correct protocol for treating ill or injured children and young people through the completion of a certificated first aid course.

**CREDITS: 5**

**TQT: 50 hrs**

**GLH: 14 hrs**

**SSA'S:** 9.1 Performing Arts

**MODULE GRADING STRUCTURE:** Pass

### ASSESSMENT GUIDANCE

#### ASSESSMENT TASKS

There is one part to the assessment of this module:

1. Learners must complete the written component of the NSPCC safeguarding course (100%)

#### REQUIREMENTS

- The learners must complete an online NSPCC Safeguarding training course, which includes a written assessment, this is provided via the bbodance.
- Learners must attend and pass a certificated First Aid training day.

#### PRE REQUISTE MODULE 4.2 (a): HEALTH, SAFETY AND DANCE INJURIES

1.0	Satisfies the practical requirements of the "Emergency First Aid at Work" course	1.1	External Assessment
2.0	Understands the principles of First Aid in the dance environment	2.1	Identifies strategies employed in observations
		2.2	States when to refer an injury to an expert
		2.3	States the information that must be recorded in the workplace's Accident Book
		2.4	States the legal contents of work place First Aid Boxes and what should not be available

**LEARNING OUTCOMES/ ASSESSMENT STRATEGIES:****MODULE 4.2 (b): SAFEGUARDING AND CHILD PROTECTION**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
3.0	Identify what is meant by safeguarding and child abuse	3.1	Defines what is meant by safeguarding
		3.2	Defines what constitutes abuse
4.0	Understand the categories of child abuse and neglect and recognise the signs and indicators of each	4.1	Name the 4 categories of child abuse and neglect
		4.2	Names the signs and indicators for each category
5.0	Recognise how own beliefs, experience and attitudes might influence professional involvement in safeguarding work	5.1	Identifies a range of resources employed in practice
		5.2	Evaluates the appropriateness of resources in relation to inclusive practice
		5.3	Identifies how their own attitude may influence involvement
6.0	Identify the relevant legislation and guidance that provides the framework for safeguarding young people	6.1	Names the relevant legislation and guidance
7.0	Knows how to respond to concerns about the safety and welfare of a child/ young person using their organisations' child protection policy and procedures	7.1	Knows how to respond to concerns about the safety and welfare of a child/ young person using their organisations' child protection policy and procedures
		7.2	Identify blocks to children & adults reporting concerns

## **MODULE 4.3: PROFESSIONAL DANCE PRACTICE; SELF-MANAGEMENT AND FINANCE**

### **AIM**

This module explores current professional practice and will provide students with the ability to identify the skills that are needed for successful employment within the dance industry. Learners will consider different income streams and expenditures, as well as an overview of the legal requirements in relation to the use of music, choreographic material and insurance. Students will complete an Individual Career Development Plan which aims to encourage them to consider how they will fit into the current market place and explore potential progression routes.

**CREDITS:** 10

**TQT:** 100 hrs

**GLH:** 10 hrs

**SSA'S:** 9.1 Performing Arts

**MODULE GRADING STRUCTURE:** Pass, Merit & Distinction

### **ASSESSMENT GUIDANCE**

#### **ASSESSMENT TASKS**

This module is assessed through one task:

1. The creation of an Individual Career Development Plan (100%)

#### **REQUIREMENTS**

- Each learner will create an Individual Career Development Plan (**1,500 words** plus a C.V.). This will consist of reflective tasks to guide the learner's writing of their own plan. This will be submitted as one document. All written work must be appropriately referenced for Level 4 academic study.

**LEARNING OUTCOMES/ ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1.0	Demonstrate the ability to create a budget	1.1	Demonstrates an understanding of current legal requirements in relation to self-employment
		1.2	Creates a self-financing budget evidencing planning and financial management
		1.3	Identifies marketing strategies
2.0	Demonstration of an understanding of current legal requirements in relation to copyright and the use of recorded music and choreographic material	2.1	Demonstrates an understanding of current legal requirements in relation to the use of recorded music and evaluates this in relation to their own pedagogic practice
		2.2	Identifies and demonstrates an understanding of current legal requirements in relation to the use of choreographic material and evaluates this in relation to their own pedagogic practice
3.0	Demonstration of an understanding of current professional and public insurance policies in dance teaching	3.1	Identifies current professional and public insurance policies in dance teaching
		3.2	Evaluates these policies in relation to their own pedagogic practice
4.0	The ability to identify the skills which are needed for successful employment within the dance teaching industry	4.1	Demonstrates an understanding of the key skills required for successful employment as a dance teacher
		4.2	Analyses these key skills in relation to current developments in pedagogic practice
		4.3	Evaluates these skills in direct relation to their own professional development
5.0	The ability to complete an individual career	5.1	Creates an individual career development plan

	development plan which will allow each student the opportunity to start to explore potential progression pathways	5.2	Analyses their personal strengths and areas for development
		5.3	Evaluates their current pedagogic practice in order to set goals for potential progression pathways
<b>6.0</b>	Ability to present written work of the required standard	6.1	Appropriately referenced for Level 4 academic study
		6.2	The specifications of the assessment task, including word limit, have been adhered to.
		6.3	The organisation of the work and the standard of presentation is very good throughout

## **MODULE 4.4: APPLYING TEACHING AND LEARNING STRATEGIES; MICRO-TEACH**

### **AIM**

This module aims to build on the essential skills in practical dance teaching developed through Module 4.1: Observing and Understanding Teaching and Learning Strategies. Learners will expand on their understanding of the importance of addressing diversity and inclusivity through the exploration of a range of creative pedagogic practices. The student's ability to apply these imaginative teaching skills to their own practice will be demonstrated through the preparation and delivery of a micro-teach session in a dance genre of the student's choice as agreed with the module leader.

**CREDITS: 20**

**TQT: 200 hrs**

**GLH: 18 hrs**

**SSA'S: 9.1 Performing Arts**

**MODULE GRADING STRUCTURE: Pass, Merit & Distinction**

### **ASSESSMENT GUIDANCE**

#### **ASSESSMENT TASKS**

This module is assessed through two tasks:

1. The planning and delivery of a twenty-minute micro-teach session in a genre of your choice as agreed with the module leader (50%)
2. Supporting teaching file that documents the planning and evaluation of a twenty-minute micro-teach session. This must include a lesson plan, with a rationale (500 words), lesson content and a reflective evaluation (500 words) (50%)

#### **REQUIREMENTS**

- Assessment Task 1 of this module: The planning and delivery of a twenty-minute micro-teach session in a genre of your choice as agreed with the module leader (50%), students must attend the scheduled date for this live observation of a peer taught micro-teach session and 'International Model' students will be expected to submit this via video and book a related feedback session with the modular tutor.
- Assessment Task 2 of this module: Supporting teaching file that documents the planning and evaluation of a twenty-minute micro-teach session. This must include a lesson plan which contains a rationale (500 words), lesson content and a reflective evaluation (500 words) (50%), which must be appropriately referenced for Level 4 academic study.

**LEARNING OUTCOMES/ ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1.0	Analyses and understands a range of creative pedagogic practices to address diversity and inclusivity	1.1	Demonstrates an understanding of a range of creative pedagogic practices
		1.2	Analysis of a range of creative pedagogic practices in specific relation to the address of diversity and inclusivity
2.0	Ability to identify differing learning needs within a taught group and to plan to meet those needs	2.1	Identifies differing learning needs within a taught group and to plan to meet those needs
		2.2	Analyses and evaluates teaching strategies to address the differing learning needs identified
3.0	Ability to plan and deliver an effective micro-teaching session	3.1	Demonstrates the ability to plan an effective micro-teaching session
		3.2	Delivers an effective micro-teaching session
4.0	Ability to identify, evaluate and reflect upon strengths and areas for development in their pedagogic practice	4.1	Evaluates their pedagogic practice from their micro-teach experience
		4.2	Identifies strengths and areas for development from personal reflection of their practice, peer and tutor feedback
5.0	Ability to present written work of the required standard	5.1	Appropriately referenced for Level 4 academic study
		5.2	The specifications of the assessment task, including word limit, have been adhered to.
		5.3	The organisation of the work and the standard of presentation is very good throughout

## MODULE 4.5: CRITICAL AND REFLECTIVE PRACTICE

### AIM

The aim of this module is to provide a framework for continued reflective development through the exploration of a range of methods of critical analysis. Students will produce a reflective written report accounting their pedagogic journey in direct relation to two chosen modules of study, with focus on the importance of self-reflection in relation to the learner's professional development and lifelong learning.

**CREDITS:** 15

**TQT:** 150 hrs

**GLH:** 16 hrs

**SSA'S:** 9.1 Performing Arts

**MODULE GRADING STRUCTURE:** Pass, Merit & Distinction

### ASSESSMENT GUIDANCE

#### ASSESSMENT TASK

This module is assessed through one task:

1. A **1500 - 2000 word** report on 'Reflection in Dance Teaching: A Professional Practitioner'

#### REQUIREMENTS

- Learners are required to reflect analytically, accounting their pedagogic journey in direct relation to two chosen modules of study, with focus on the importance of self-reflection in relation to the learner's professional development and lifelong learning. Students are expected to develop their thinking further through their study of recommended texts on teaching and learning theories and reference their research in order that their written work meets Level 4 academic requirements. Learners are required to submit an initial **500-words** of their report in order to receive formative feedback from their module leader. A date for the submission of this preparative work will be agreed with the module leader. Following this formative assessment task learners will prepare a **1500 – 2000 word** report on 'Reflection in Dance Teaching: A Professional Practitioner'.

**LEARNING OUTCOMES/ ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1.0	Analyse the importance of principle and theories of teaching and learning in relation to the planning of effective dance teaching	1.1	Critical analysis of teaching and learning theories in relation to their personal experience of planning effective dance teaching
		1.2	Language used communicates clearly and precisely with appropriate use of terminology
		1.3	Demonstrates evidence of appropriately referenced academic research both in the body of the text and through the employment of a supporting bibliography
2.0	Identify professional strengths and needs and act upon advice/feedback to facilitate progress	2.1	Evidences analysis of personal pedagogic strengths and areas for development
		2.2	Demonstrates the ability to act upon feedback
			Presents a reflective and appropriate personalised progress plan
3.0	Evaluate and reflect upon their own personal and professional skills against relevant standards and monitor own needs for continuing professional development using evidence from their own teaching	3.1	Identifies personal pedagogic skills in relation to relevant professional standards
		3.2	Evaluates and reflects on their current teaching skills and development
		3.3	Present a reflective professional development plan using evidence from their own practice
4.0	Ability to present written work of the required standard	4.1	Appropriately referenced for Level 4 academic study
		4.2	The specifications of the assessment task, including word limit, have been adhered to.
		4.3	The organisation of the work and the standard of presentation is very good throughout

Course devised and written by Sam Le Bihan July 2015

1st revision by Sam Le Bihan July 2016

2<sup>nd</sup> revision by Sam Le Bihan August 2017

3<sup>rd</sup> revision by Sam LeBihan September 2018