
Level 6 Diploma in Dance Teaching

**Course Handbook &
Specification**

2018-19

LEVEL 6 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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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 course aims to develop the pedagogic knowledge and skills learners have accumulated through theoretical and practical components of the level 4 and 5 courses so they may be able to apply them to their own practice in the professional industry. The main objective of this programme is to enable learners to work academically and independently at HE level 6 with a focus on their chosen specialist dance genre or age phase specific teaching and learning practices. Modules in dance science, physical, social and emotional development and wider professional dance practice will continue to inform and update the learners understanding of trends in the current teaching and learning environment.

AWARD

The Diploma is at Level 6 on the UK's Qualifications and Credit Framework (QCF) and at Level 6 on the European Qualifications Framework (EQF) with a value of 120 credits. The Office of the Qualifications and Examinations Regulator's Accreditation Number for the course is 601/7205/8

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: all learning outcomes have been achieved to a high standard and some at an exceptionally high level.</p> <p>The work demonstrates some of the following characteristics, beyond that expected for work at the given level of study:</p> <ul style="list-style-type: none"> ▪ 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 <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: all learning outcomes have been met fully and many have been achieved at a good or very good standard.</p> <p>The work demonstrates all or most of the following characteristics in relation to those expected at the given level of study:</p> <ul style="list-style-type: none"> ▪ A standard and 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 <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: all learning outcomes have been met and some may have been achieved at a good standard.</p> <p>The work demonstrates some of the following characteristics in relation to those expected at the given level of study:</p> <ul style="list-style-type: none"> ▪ A standard and comprehensive 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 <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	The required standard has not been achieved.

LEVEL 6 MODULES

Module No.	Module Title	Credits/TQT	GLH
6.1	Dance Science	20/200	25
6.2	Physical, Social and Emotional Development in Dance Training	20/200	25
6.3	Wider Professional Dance Practice	20/200	18
6.4	Teaching Practice in Action	30/300	17
6.5	Research Project	30/300	25

Total Credits: 120

TQT: 1200

GLH: 110

MODULE 6.1: DANCE SCIENCE

AIM

This module focuses on dance science considerations. Learners will develop knowledge of dancers anatomical, physiological and psychological principles that impact on their pedagogic practice. Health and lifestyle, injury prevention and management and supplementary training for dancers will also be explored to ensure that learners apply a holistic approach to their teaching practice.

CREDITS: 20

TQT: 200 hrs

GLH: 25 hrs

SSA'S: 9.1 Performing Arts, 13.1 Teaching and Lecturing

UNIT GRADING STRUCTURE: Pass, Merit & Distinction

ASSESSMENT GUIDANCE:

This module is assessed through two tasks:

1. 10-minute presentation. You will submit a recorded presentation of yourself addressing the below which will include a visual element, e.g. PowerPoint or Prezzie presentation and video/images. (50%)
2. 45-75-minute teaching practice. You will submit a recorded teaching practice of yourself as well as written supporting rationale, lesson plan and evaluation (50%)

REQUIREMENTS

Please note: It is the student's responsibility to ensure that the quality of the videoed submissions are of an appropriate standard. All video submissions must be submitted via YouTube. Written permission must be sought in advance to film or photograph any children involved with clear indication that this work will be shared with bbodance.

- Assessment 1:
 - Case Study: The student's selection of an appropriate case study for assessment task 1 must be agreed with the module leader. The student must present this case study on the scheduled date. The student will identify a learner (case study) and observe physiological, anatomical, or psychological aspects that affect the learner in the student's dance class. The student will then select an aspect of the learner to focus on for your presentation, research that focus, and create an evidence-based outline strategy for supporting the student's learner. (LO 2)
 - Safe and healthy practice in the dance classroom: To support your discussion of your case study, you will present on the fundamentals of safe practice in the dance teaching environment, injury prevention and management, importance of promoting a healthy diet and lifestyle and benefits of supplementary training. You will specifically address how the above apply to your group of learners and how your teaching practice addresses these. (LO 1, 3, and 4)
- Assessment 2:
 - Recorded teaching practice: You will apply your case study outline strategy and safe and healthy practices presented in Assessment Task 1 into your teaching practice with a class of learners, including your case study. (LO 1-4)
 - Written supporting document: You will underpin your teaching practice with a written submission appropriately written and referenced for Level 6 academic study. You will include a lesson plan for your

class (no word limit), a rationale for your lesson plan, supported by your research and understanding of dance science (500 words), and an evaluation of your teaching practice (500 words) (LO 1-5)

LEARNING OUTCOMES/ASSESSMENT STRATEGIES:

	Learning Outcomes		Assessment Criteria
1.0	Demonstrates an understanding of safe practice in the dance teaching environment	1.1	Checks studio for hazards, clear exits, security, appropriate temperature and ventilation before use
		1.2	Ensures clothing and footwear for teacher and students is appropriate
2.0	Identifies anatomical, physiological and psychological principles that impact on the training dancer and their pedagogic practice	2.1	Demonstrates good understanding of anatomical, physiological and psychological principles that impact on the training dancer in their teaching practice
		2.2	Demonstrates good understanding of anatomical, physiological and psychological principles that impact on the training dancer in their presentation and supporting documentation
3.0	Demonstrates an understanding of injury prevention and the management of common dance injuries	3.1	Demonstrates knowledge and understanding of dance injuries and their causes
		3.2	Demonstrates knowledge and understanding of the increased risk of injury for specific age groups and adapts work set and its intensity accordingly
		3.3	Schedules warm-up and cool down time within their teaching practice
4.0	Recognises the importance of promoting a healthy diet and lifestyle and the benefits of supplementary training for dancer	4.1	Promotes healthy diet and lifestyle
		4.2	Identifies appropriate supplementary training opportunities for dancers and demonstrates a knowledge of their benefits
5.0	Ability to present written and practical work of the required standard	5.1	Appropriately referenced for Level 6 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
		5.4	Demonstrates an engaging presentation style that includes evidence of research techniques

MODULE 6.2: PHYSICAL, SOCIAL AND EMOTIONAL DEVELOPMENT IN DANCE TRAINING

AIM

This module focuses on the understanding of child development as central to the work of all individuals who care for and teach dance students. Through the exploration of students' development intellectually, physically, socially and emotionally; learners will examine, create and apply teaching strategies, which aim to address each individual student's capabilities, needs and strengths with a focus on the importance of inclusive practice from a developmental perspective.

CREDITS: 20

TQT: 200 hrs

GLH: 25 hrs

SSA'S: 9.1 Performing Arts, 13.1 Teaching and Lecturing

UNIT GRADING STRUCTURE: Pass, Merit & Distinction

ASSESSMENT GUIDANCE:

ASSESSMENT TASKS

This module is assessed through two tasks:

1. A 10 minute PowerPoint presentation on the physical, social or emotional issues encountered by a specific learner (50%)
2. A **1500-2000** word report identifying and evaluating teaching strategies to support the learner identified in assessment task 1 (50%)

REQUIREMENTS

- The student's selection of an appropriate case study for assessment task 1 must be agreed with the module leader.
- The **1500-2000** word report identifying and evaluating teaching strategies to support the learner identified in assessment task 1 must demonstrate an understanding of the key theories of child development and inclusive practice covered in this module. All written work must be appropriately referenced for Level 6 academic study.

LEARNING OUTCOMES/ASSESSMENT STRATEGIES:

	Learning Outcomes		Assessment Criteria
1.0	Identifies the specific stages of physical development in a training dancer	1.1	Ability to identify and consider significant physical changes throughout a training dancers development
		1.2	To consider physical development in their own teaching practice
2.0	Identifies the specific stages of social development in a training dancer	2.1	Ability to identify and consider significant social changes throughout a training dancers development
		2.2	To consider social development in their own teaching practice
3.0	Identifies the specific stages of emotional development in a training dancer	3.1	Ability to identify and consider significant emotional changes throughout a training dancers development
		3.2	To consider emotional development in their own teaching practice
4.0	Research and implement teaching and learning strategies to develop inclusive teaching	4.1	Research on the physical, social or emotional issues encountered by a specific learner
		4.2	Demonstrate new teaching strategies adopted to address the physical, social or emotional issues encountered by a specific learner
		4.3	Evaluate new teaching strategies
5.0	Ability to present practical and written work of the required standard	5.1	Appropriately referenced for Level 6 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
		5.4	Demonstrates an engaging presentation style that includes evidence of research techniques

MODULE 6.3: WIDER PROFESSIONAL DANCE PRACTICE

AIM

This module explores current professional practice and will provide students with an overview of present debates and emerging policies in the wider dance teaching and learning environment. The module will explore a range of professional dance jobs and career paths and aims to give the students a realistic understanding of existing professional development and employment opportunities within the industry.

CREDITS: 20

TQT: 200 hrs

GLH: 18 hours

SSA'S: 9.1 Performing Arts, 13.1 Teaching and Lecturing

UNIT GRADING STRUCTURE: Pass, Merit & Distinction

ASSESSMENT GUIDANCE:

ASSESSMENT TASKS

This module is assessed through two tasks:

1. A 20-minute case study seminar presentation on a current topic of discussion in dance teaching, as agreed with the module leader (75%)
2. Creates an individual career development plan which is reflective of their learning journey to date and is a progression from Module 4.3 (25%)

REQUIREMENTS

- The student's selection of an appropriate case study for assessment task 1 must be agreed in advance of the seminar presentation with the module leader. Through this presentation, students must demonstrate a good understanding of present debates and emerging policies in the wider dance teaching and learning environment.
- As part of assessment task 2, learners will create an Individual Career Development Plan, which is reflective of their learning journey to date and is a progression from Module 4.3 (25%). This must include an application for a job, a progressive study course or CPD opportunity. This should be supported by a current CV and covering letter. All written work must be appropriately referenced for Level 6 academic study.

LEARNING OUTCOMES/ASSESSMENT STRATEGIES:

	Learning Outcomes		Assessment Criteria
1.0	Demonstrates an understanding of current professional practice, debates and emerging policies in the wider dance teaching and learning environment	1.1	Identifies and analyses current professional practice, debates and emerging policies which impact on their pedagogic development
		1.2	Evaluates the significance of emerging policies on their future practice
		1.3	Demonstrates the ability to contextualise their practice
2.0	Demonstrates an awareness of key organisations and companies in the wider dance teaching and learning environment	2.1	Identifies key organisations and companies that are significant to their genre specialism and practice
		2.2	Evaluates the significance of key organisations and companies structures in relation to potential progression in their pedagogic practice
3.0	The ability to explore a range of professional, progressive options with a realistic understanding of existing professional development and employment opportunities within the industry	3.1	Identifies current professional dance teaching jobs and career paths
		3.2	Demonstrates an awareness of existing professional development and employment opportunities within the industry which are realistic and appropriate to their personal pedagogic progression
		3.3	Reflects and evaluates their professional development needs in relation to the current market
4.0	Demonstrates an understanding of current funding and marketing initiatives in dance pedagogy	5.1	Demonstrates an awareness of potential government and private sources of funding which are relevant to their specialism area of pedagogic practice
		5.2	Demonstrates an awareness of potential marketing initiatives which are relevant to their specialism area of pedagogic practice
5.0	Ability to identify and evaluate areas for development in self-practice through ongoing reflection	6.1	Creates an individual career development plan that includes a detailed list of aims and objectives
		6.2	Creates an individual career development plan which is reflective of their learning journey to date
6.0	Ability to present practical and written work of the required standard	7.1	Appropriately referenced for Level 6 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
		7.4	Demonstrates an engaging presentation style that includes evidence of research techniques

MODULE 6.4: TEACHING PRACTICE IN ACTION

AIM

This module enables students to integrate learning from previous modules with their practice through the undertaking of a supervised teaching placement in a dance genre of their choice. Through the teaching placement, students will gain practical experience in effective lesson planning, managing the learning environment and providing a positive dance experience for all learners. The placement will provide students with appropriate support from the module leader and practical teaching supervision through regular feedback, encouragement and support.

CREDITS: 30

TQT: 300 hrs

GLH: 17 hours

SSA'S: 9.1 Performing Arts, 13.1 Teaching and Lecturing

UNIT GRADING STRUCTURE: Pass, Merit & Distinction

ASSESSMENT GUIDANCE:

ASSESSMENT TASKS

This module is assessed through four tasks:

1. Final genre, syllabus (if relevant) and level specialism teaching practice assessed through observation (40%)
2. 15-minute Viva Voce (10%)
3. Record of 60 hours evidenced teaching practice (10%)
4. Teaching file including SOWs (60 Hours), 4 x lesson plans with rationales (500 words), lesson content and evaluations (500 words) (40%)

REQUIREMENTS

- The 1 observed teaching practice as part of assessment task 1 & 2 of this module will be scheduled for a venue and date as agreed with the module leader. A lesson plan and relevant SOW must be submitted in advance.
- Assessment task 3 & 4 requires learners to undertake 60 hours of practical dance teaching, in the learners preferred genre(s), syllabus or level. Learners teaching files must include schemes of work for at least 60 hours of teaching and a total of 4 detailed lesson plans (1 from observed practice, 3 additional), with rationales (500 words), lesson content and evaluations (500 words) as well as copies of all resources used. All written work must demonstrate the student's ability to identify and analyse a range of teaching and learning strategies within curriculum design and practice, which address diversity and inclusivity. The integration of these pedagogic theories must be demonstrated through the clear and continuous reflection and evaluation of self-practice in relation to personal development. All written work must be appropriately referenced for Level 6 academic study.

LEARNING OUTCOMES/ASSESSMENT STRATEGIES:

	Learning Outcomes		Assessment Criteria
1.0	Demonstrates the integration of a range of teaching and learning strategies within curriculum design and practice which address diversity and inclusivity	1.1	Identifies and analyses a range of teaching and learning strategies
		1.2	Demonstrates the integration of appropriate teaching and learning strategies within curriculum design and practice
		1.3	Analyses of the appropriateness of teaching and learning strategies to address specific diversity and inclusivity considerations on personal practice
		1.4	Identifies areas for development in their employment of creative pedagogic theories in order to ensure continued reflection and evaluation is achieved
2.0	Ability to plan and create a progressive scheme of work, rationales, lesson plans and reflective evaluations which support their teaching practices	2.1	Create a progressive scheme of work in reflection of learners needs showing continuity and progression
		2.2	Create lesson plans which are progressive and reflective of both the teachers personal pedagogic practice and learners progression
		2.3	Demonstrate the ability to continuously analyses reflect on the learning strategies employed in personal practice
3.0	Ability to employ a wide range of appropriate resources and teaching aids	3.1	Demonstrates the appropriate selection and use of resources to enhance learning
		3.2	Reflects and evaluates effectiveness of teaching resources in relation to future planning
4.0	Ability to deliver practical dance lessons which are appropriate to the level and abilities of the participating learners	4.1	Demonstrates confidence and creativity in the delivery of practical dance lessons
		4.2	Demonstrates consideration of the level and abilities of the participating learners in the delivery of practical dance lessons
		4.3	Reflects and evaluates the appropriateness of their methods of delivery in relation to participating learners level, abilities and progression
5.0	Ability to identify and evaluate areas for development in self-practice through ongoing reflection	5.1	Demonstrates clear and continuous reflection and evaluation of self-practice in relation to personal development
6.0	Ability to present written work of the required standard	6.1	Appropriately referenced for Level 6 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 6.5: RESEARCH PROJECT

AIM

This module offers students the opportunity to further their critical understanding in their chosen specialist dance genre or age phase specific teaching and learning practices, through undertaking a professionally focused academic research project. Students will negotiate an area of study with the module leader and will agree upon the content, learning outcomes and assessment - this will be formalised in a personalised learning agreement.

CREDITS: 30

TQT: 300 hrs

GLH: 25 hours

SSA'S: 9.1 Performing Arts, 13.1 Teaching and Lecturing

UNIT GRADING STRUCTURE: Pass, Merit & Distinction

ASSESSMENT GUIDANCE:

ASSESSMENT TASKS

This module is assessed through three integrated tasks:

1. A **500** word project proposal (to include supporting research sources) (25%)
2. A **2000** word report on an area of subject specialism of study as agreed with the module leader (the agreement of content, learning outcomes and assessment will be formalised in a personalised learning agreement) (50%)
3. A **500** word reflective journal which evaluates learning from the report in line with personal pedagogic practice (25%)

REQUIREMENTS

- Through assessment tasks 1 and 2 students must demonstrate the ability to competently research and write a professionally focused academic report, which is coherent and well-structured to meet Level 6 requirements.
- Assessment task 3: A **500** word reflective journal, which evaluates learning from the report in line with personal pedagogic practice. Learners are required to reflect analytically, accounting their pedagogic journey in direct relation to their chosen area of subject specialism covered in assessment tasks 1 and 2. Students must focus on the importance of self-reflection and directly relate their findings from their subject specialism area report to their professional development and lifelong learning.

LEARNING OUTCOMES/ASSESSMENT STRATEGIES:

	Learning Outcomes		Assessment Criteria
1.0	Ability to research and investigate current good practice in their chosen subject specialism area of study	1.1	Demonstrates a good understanding of current good practice in their chosen subject specialism area of study
		1.2	Identifies and evaluates areas for development in their current practice
2.0	Demonstrates the ability to competently research current literature and relevant policies to inform understanding of a chosen topic using a variety of sources	2.1	Undertakes appropriate literature and policy research
		2.2	Critically reviews relevant information from literature searches
		2.3	All research sources are correctly referenced in both the body of the text and through the employment of a supporting bibliography
3.0	Prepares a coherent project proposal that clarifies the focus and structure of their investigation	3.1	Demonstrates the ability to write a well research and structured project proposal
4.0	Writes a well-argued and coherent report	4.1	Demonstrates the ability to write an academic report, which is coherent and well-structured to meet Level 6 requirements
5.0	Evaluates own practice in subject specialist teaching and learning area in light of identified good practice	5.1	Identifies personal pedagogic skills in subject specialist teaching and learning area
		5.2	Evaluates and reflects on their current teaching skills and development in light of identified good practice
6.0	Ability to present written work of the required standard	6.1	Appropriately referenced for Level 6 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

Course devised and written by Sam Le Bihan July 2015

1st revision by Sam Le Bihan July 2016

2nd revision by Sam Le Bihan August 2017

3rd revision by Sam LeBihan September 2018