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# Level 5 Diploma in Dance Teaching

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**Course Handbook &  
Specification**

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**2017-18**

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## LEVEL 5 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 day's 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 Level 5 course aims to build on the knowledge and skills developed in pedagogic practice at Level 4 through the guided application of the teaching and learning strategies into their own teaching practice. Learners will develop the skills needed to confidently manage the learning environment in which they practice through the study of curriculum design, assessment and quality assurance. Modules in dance history and choreographic practice aim to ensure that learners are able to contextualize their practice in relation to the wider professional and creative dance industry. These modules are also designed to ensure that students are developing the necessary academic skills, which will be essential for further studies in higher education.

### AWARD

The Office of the Qualifications and Examinations Regulator's (Ofqual) Accreditation Number for the course is 601/7204/6.

A Diploma at Level 5 accredited with Ofqual is at Level 5 on the European Qualifications Framework (EQF) with a value of 80 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	The required standard has not been achieved.

## LEVEL 5 MODULES

<b>Module No.</b>	<b>Module Title</b>	<b>Credits/TQT</b>	<b>GLH</b>
5.1	Curriculum Design	20/200	18
5.2	Assessment and Quality Assurance	10/100	10
5.3	Dance History	10/100	18
5.4	Developing Choreographic Practice	20/200	18
5.5	Teaching and Learning in Practice	20/200	13

**Total Credits: 80**

**TQT: 800**

**GLH: 77**

## **LEVEL 5 MODULE DESCRIPTORS**

### **MODULE 5.1: CURRICULM DESIGN**

#### **AIM**

This module aims to provide learners with an overview of some of the main issues associated with the learning and teaching of dance pedagogy in relation to course design and planning. Students will critically analyse specific theories of curriculum and relate this to the process of curriculum design in dance. Through the raised awareness of factors, which contribute to effective learning, students will be able to incorporate educational theory into their everyday practice.

**CREDITS:** 20

**TQT:** 200 hrs

**GLH:** 18 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. Record of 40 hours of evidenced teaching practice (10%)
2. Teaching file including SOW (40 hours), 2 x lesson plans, each including a rationale (500 words), lesson content and evaluation (500 words) (90%)

##### **REQUIREMENTS**

- Learners must undertake 40 hours of practical dance teaching, 50% of which should be in the learners preferred genre, syllabus or level. Learners teaching files must include schemes of work for at least 40 hours of teaching and two detailed lesson plans with rationales, self-evaluations and reflections as well as resources used. All written work submitted must include critical analysis of specific theories and processes of curriculum design in relation to their personal pedagogic practice in dance teaching. All work must be appropriately referenced for Level 5 academic study.

**LEARNING OUTCOMES/ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1.0	Demonstrates the integration of a range of teaching and learning strategies within curriculum design 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
		1.3	Analysis of the appropriateness of teaching and learning strategies to address specific diversity and inclusivity considerations on personal practice
2.0	Ability to plan and create a progressive scheme of work and lesson plans	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 teacher's personal pedagogic practice and learners progression
		2.3	Demonstrate the ability to continuously analyse and 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	Critically analyses theories and processes of curriculum design and integrate these into personal pedagogic practice	4.1	Demonstrates a good understanding of theories and processes of curriculum design
		4.2	Integrates an appropriate selection of theories and processes into personal pedagogic practice
		4.3	Demonstrates evidence of appropriately referenced academic research both in the body of the text and through the employment of a supporting bibliography
5.0	Ability to identify and evaluate areas for development in self-practice through ongoing reflection	5.1	Demonstrates clear 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 5 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 5.2: ASSESSMENT AND QUALITY ASSURANCE**

### **AIM**

This module focuses on the importance of assessment in the teaching and learning model and the monitoring of academic standards and quality of provision. Through the exploration of the principles which underpin effective assessment practice, styles and strategies, students will inform their practice of assessment and quality enhancement in relation to both their students' learning and their own pedagogic development.

**CREDITS:** 10

TQT: 100 hrs

**GLH:** 10 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. With reference to at least two differing theories on assessment write a report on the importance of assessment in teaching and learning in relation to one's own practice. (1250 words)
2. Outline how you would monitor and evaluate standards both with reference to your own practice and to the quality enhancement of a teaching organisation as a whole. (750 words)

#### **REQUIREMENTS**

- Learner's written report on the importance of assessment in the teaching and learning must include critical analysis of principles and theories, which underpin effective assessment practice, styles, and strategies and discussion of the importance of monitoring academic standards and quality assurance in relation to both their students learning and their own pedagogic development. All work must be appropriately referenced for Level 5 academic study.

**LEARNING OUTCOMES/ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1.0	Ability to critically analyse the theories and principles, which underpin effective assessment practice	1.1	Identifies and critically analyses a range of theories and principles of assessment
		1.2	Demonstrates the selection of appropriate assessment theories in relation to effective assessment practice
2.0	Demonstrates understanding of the importance of assessment in the teaching and learning model	2.1	Identifies the employment of a range of effective assessment methods in their own practice
		2.2	Evaluates and reflects on the importance of assessment in the teaching and learning model
3.0	Ability to monitor academic standards and quality of provision in their own pedagogic practice.	3.1	Identifies the employment of academic and quality standards in their own practice
		3.2	Demonstrates the ability to monitor academic standards and quality of provision in their own practice
		3.3	Evaluates and reflects upon areas for development in their own practice in relation to academic standards and quality of provision
4.0	Reflect and evaluate their practice of assessment and quality enhancement in relation to both their students' learning and their own pedagogic development.	4.1	Demonstrates the importance of reflection and evaluation in their practice of assessment
		4.2	Identifies the importance of reflection and evaluation in relation to quality enhancement of both their students' learning and their own pedagogic development
5.0	Ability to present written work of the required standard	5.1	Appropriately referenced for Level 5 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 5.3: DANCE HISTORY

### AIM

This module introduces students to the history and development of western theatre dance and the related arts. The module explores the defining periods and developments in a range of 20th Century western theatre dance genres, and places them into a wider historical, social and political context.

Students will be expected to use research skills and will need to demonstrate the ability to study independently. This module is specifically designed to ensure that students are developing the necessary academic abilities, which will be essential for further studies in higher education.

**CREDITS:** 10

**TQT:** 100 hrs

**GLH:** 18 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. 10 minute research presentation of a chosen topic in preparation for assessment task 2 (25%)
2. A **2,000** word essay on the chosen topic linked to assessment task 1 (75%)

#### REQUIREMENTS:

- The student's selection of an appropriate topic of study in the history and development of western theatre dance and the related arts must be agreed with the module leader. Assessment task 1 of this module: A 10 minute research presentation of a chosen topic in preparation for assessment task 2 (25%), aims to ensure that the student has completed a substantial amount of research in preparation for the writing of the academic essay as required of assessment task 2. If research and knowledge of the students chosen topic is not evidenced to an appropriate level at this stage of the module, the learner will not be allowed to progress to assessment task 2.
- Assessment task 2: A **2,000** word essay on the chosen topic linked to assessment task 1 (75%), must be appropriately referenced for Level 5 academic study.

**LEARNING OUTCOMES/ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1.0	Demonstrates an understanding of the historical and artistic developments in 20th century western theatre dance	1.1	Identifies key historic and artistic developments in a chosen genre of 20th century western theatre dance
		1.2	Critically analyses key historic and artistic developments through the referencing of appropriate academic sources
2.0	Identify key periods in the development of Western theatre dance throughout the 20th century	2.1	Identifies key periods in the development of a chosen genre of 20th century western theatre dance
		2.2	Focuses on and evaluates the significance of a key period in a chosen genre through the employment of a timeline
3.0	Demonstrates an awareness of key historical and political periods which have informed and/or influenced the development of theatre dance	3.1	Demonstrates the ability to link key historical and political periods to developments in a chosen theatre dance genre
		3.2	Identifies the appropriate selection of significant key historical and political periods in relation to their influences on the chosen theatre dance genre and the focus period within its development
		3.3	Analyses and evaluates the significance of the key historical and political periods in relation to their influence on the developments within the chosen theatre dance genre
4.0	Ability to produce an essay which demonstrates an understanding of the content of the module and the ability to competently research a topic using a variety of sources	4.1	Demonstrates the ability to write an academic essay, which is coherent and well-structured to meet Level 5 requirements
		4.2	Demonstrate the ability to research a chosen genre of western theatre dance to ensure that they are able to synthesize information from a variety of different sources
		4.3	All research sources are correctly referenced in both the body of the text and through the employment of a supporting bibliography
5.0	Ability to present practical and written work of the required standard	5.1	Appropriately referenced for Level 5 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 5.4: DEVELOPING CHOREOGRAPHIC PRACTICE

### AIM

This module is designed to encourage choreographic practice and exploration. The module will develop learners' understanding of choreographic principles, processes and structures, movement creation and selection, and additionally, the consideration of both aural and physical setting. The overall focus is on developing creative dance teachers who are confident and innovative in their approach to dance making and dance presentation.

**CREDITS:** 20

**TQT:** 200 hrs

**GLH:** 18 hrs

**SSA'S:** 9.1 Performing Arts

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

### ASSESSMENT GUIDANCE:

#### ASSESSMENT TASKS

There are two parts to the assessment for this module:

1. Videoed documentation of the practical presentation of 2 choreographic works (1-2 minute solo and a 3-4 minute group dance) (75%)
2. A creative diary which records and evaluates their choreographic journey (25%)

#### REQUIREMENTS

- Assessment task 1: Videoed documentation of the practical presentation of 2 choreographic works (a 1-2 minute solo and a 3-4 minute group dance) (75%), must be submitted via YouTube, please share with [bbodance@gmail.com](mailto:bbodance@gmail.com). It is the student's responsibility to ensure that the quality of the videoed submission is of an appropriate standard. Written permission must be sought in advance to film any children involved with clear indication that this work will be shared with bbodance.
- Assessment task 2: A creative diary that records and evaluates their choreographic journey (25%). This will include 2 x SOWs, 1 for each dance; an introduction entry on the solo and group dance (200 words), a midway entry for the solo (200 words) and group dance (200 words), and a reflective evaluation (500 words). All written work must be appropriately referenced for Level 5 academic study.

**LEARNING OUTCOMES/ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
1.0	Demonstrates a strong practical understanding of the fundamental principles of choreographic practice	1.1	Identifies an understanding of a range of fundamental choreographic principles
		1.2	Demonstrates the employment of a range of fundamental principles in their choreographic work
2.0	The ability, confidence and freedom to explore their own creative ideas in dance making using a variety of approaches and methods	2.1	Employs a variety of approaches and methods to dance making in their choreographic work
		2.2	Demonstrates the ability, confidence and freedom to explore their own creative ideas in dance making
		2.3	Selects movement vocabulary and aural accompaniment that is appropriate to age, genre and ability of learners
3.0	Ability to reflect critically on their own work and the capability to engage in discussions about a range of choreographic process	3.1	Produces a creative diary that critically analyses their choreographic journey
		3.2	Evaluates and critically reflects on their personal creative journey
		3.3	Demonstrates the ability to engage in discussions about a range of choreographic processes in relation to their own experiences in dance making
4.0	Achievement of essential organisational and time management skills which are needed to develop creative work with confidence	4.1	Demonstrates the essential organisational and time management skills required for the successful coordination of their creative dance making process
		4.2	Demonstrates confidence in the organisation and coordination of their creative dance making process
5.0	Ability to present written work of the required standard	5.1	Appropriately referenced for Level 5 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 5.5: TEACHING AND LEARNING IN PRACTICE

### AIM

The overall aim of this module is to provide a framework for continued reflective development directly linking to the theoretical work created in Module 5.1 *Curriculum Design* in the context of practical, authentic demonstration of learning in the studio. This module is essentially self-directed (with support from the module leader) and encourages participants to direct their learning in ways which best meets their individual pedagogic needs.

**CREDITS:** 20

**TQT:** 200 hrs

**GLH:** 13 hrs

**SSA'S:** 9.1 Performing Arts

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

### ASSESSMENT GUIDANCE:

#### ASSESSMENT TASKS

There are two parts to the assessment for this module:

1. Submission of 2 filmed teaching practices (TP1 and TP3) and 1 observed teaching practice (TP2), in a genre, syllabus (if relevant) and level specialism of the candidate's choice (50%)
2. Supporting teaching file documenting all 3 teaching practices (TP1, TP2 and TP3). This must include a SOW, 3 x lesson plans with rationales (500 words), lesson content and reflective evaluations (500 words) (50%)

#### REQUIREMENTS

- The submission of 2 filmed teaching practices (TP1 and TP3), as part of assessment task 1 of this module, should be submitted via YouTube (share with [bbodance@gmail.com](mailto:bbodance@gmail.com)). It is the student's responsibility to ensure that the quality of the videoed submission is of an appropriate standard. Written permission must be sought in advance to film any children involved with clear indication that this work will be shared with bbodance. The one observed teaching practice (TP2), as part of assessment task 1 of this module, will be scheduled for a venue and date as agreed with the module leader.
- All written work submitted as part of the teaching file for assessment task 2 of this module must include the critical analysis of a range of creative pedagogic theories, evidence the address of diversity and inclusivity in dance teaching and the application of continuous reflection in relation to their personal practice. All written work must be appropriately referenced for Level 5 academic study.

**LEARNING OUTCOMES/ASSESSMENT STRATEGIES:**

	<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
<b>1.0</b>	Employs a range of creative pedagogic theories to address diversity and inclusivity in their teaching practice	1.1	Demonstrates the employment of a range of appropriate creative pedagogic theories in teaching practice
		1.2	Demonstrates the ability to address diversity and inclusivity through their chosen methods of delivery
		1.3	Identifies areas for development in their employment of creative pedagogic theories in order to ensure continued reflection and evaluation is achieved
<b>2.0</b>	Ability to deliver practical dance lessons which are appropriate to the level and abilities of the participating learners	2.1	Demonstrates confidence and creativity in the delivery of practical dance lessons
		2.2	Demonstrates consideration of the level and abilities of the participating learners in the delivery of practical dance lessons
		2.3	Reflects and evaluates upon the appropriateness of their methods of delivery in relation to participating learners levels, abilities and progression
<b>3.0</b>	Ability to employ a wide range of appropriate resources and teaching aids in their teaching practice and planning	3.1	Demonstrates the appropriate selection and use of resources to enhance learning
		3.2	Reflects and evaluates effectiveness of teaching resources in order to address learners' needs and inform their future pedagogic practice
<b>4.0</b>	Ability to plan and create a progressive scheme of work, rationales, lesson plans and reflective evaluations which support their teaching practices	4.1	Creates a progressive scheme of work in reflection of learners' needs showing continuity and progression
		4.2	Creates lesson plans which are progressive and reflective of both the teacher's personal pedagogic practice and learners' progression
		4.3	Reflects on both learners' needs and personal pedagogic practice through the creation of supporting rationales and evaluations
<b>5.0</b>	Critically analyses theories and processes of teaching and learning and integrates these into their personal pedagogic practice	5.1	Demonstrates the appropriate selection and application of theories and processes of teaching and learning to enhance students' learning and personal pedagogic practice
		5.2	Critically analyses theories and processes of teaching and learning within their personal pedagogic practice to ensure learner progression and development in their teaching practice
		5.3	Demonstrates evidence of appropriately referenced academic research both in the body of the text and through the employment of a supporting bibliography
<b>6.0</b>	Ability to identify and evaluate areas for development in self-practice through ongoing	6.1	Demonstrates the ability to continuously reflect and evaluate self-practice in order to identify areas for

	reflection		development in their pedagogic practice
<b>7.0</b>	Ability to present written work of the required standard	7.1	Appropriately referenced for Level 5 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

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