



Level 4 Diploma in Dance Teaching

Syllabus Document

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Syllabus at a Glance

Diploma in Dance Teaching

Qualification Structure

Qualification Title	Total no. of units taken	Credit	Guided Learning Hours
Level 4 Diploma in Dance Teaching	2	90	180

Assessment

Form of assessment	All assessment is external assessment, i.e., materials are submitted by candidates for assessment. Candidates are additionally required to attend a practical examination session.
Unit Format	Unit specifications contain the title, unit code, credit level, credit value, learning outcomes (what has to be learnt), assessment requirements (evidence on which the candidate is assessed), grading criteria (descriptors of the quality of work produced), and types of evidence required for the unit.
Bands of Assessment	There are four bands of assessment (distinction, merit, pass and unclassified) for each learning outcome of each unit and for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised and the Diploma qualification conforms to the normal quality assurance procedures and processes laid down by RockschooL.

SECTION A: Qualification Summary

A.1 Aims and broad objectives

The aim of the Diploma qualification is to provide a flexible, vocationally-relevant qualification at Level 4 for experienced/skilled dancers within any dance genre, aged 18 and over years who wish to gain the skills-set to pass on their knowledge to others through teaching-based activities.

The broad objectives are:

- To focus delivery and assessment on dance-related teaching and learning with an emphasis on candidate centred activity;
- To make the qualifications as flexible as possible in the spirit of the Framework for Achievement and the Qualifications and Credit Framework;
- To make the qualifications relevant to a wide variety of applications;
- To embrace the guidance of the Creative and Cultural Sector Skills Council (CC Skills).

A.2 Background

The qualification has been designed for dancers aged over 18 years who wish to broaden their skills-set to include dance education.

Many dancers are increasingly forced to supplement their income through teaching, but few have the formal qualifications to enable them do this. There are also many dancers who have years of experience of performing who would like to bring their expertise to a younger audience, in schools particularly but who are held back from doing so for this reason. Thus the qualification is giving dancers properly qualified status, to make them 'fit for purpose'.

The qualification allows dancers of whatever genre to develop their skills within a relevant and meaningful framework. It is available to anyone who wishes to undertake them and can be taken by candidates within their own time. They may also be delivered by accredited centres in the UK and overseas (see Section D below).

The qualifications are therefore aimed at two types of candidate:

- dancers who are self-employed and wish to gain a qualification which will allow them to supplement their dance activities more effectively with educational contexts;
- dancers who wish to become full or part-time dance teachers in schools, FE and HE sectors. In this case the qualifications will provide an excellent vocationally-related entry point and stepping stone to further training beyond Level 4.

In general, the Level 4 Diploma is directed at those candidates who either do not have any formal experience of teaching and who wish to become teachers or those candidates who are already teaching but are not particularly experienced.

For the purpose of this syllabus, the following terminology has been employed throughout:

- **Candidate:** This refers to anyone who is enrolled on the Diploma.
- **Learner:** This refers to anyone who is being taught by the Candidate.

One of the key features of the qualification is that it asks candidates to gain their qualification within a work-based environment: typically, the resource materials for the candidates will be their current teaching practices. This will not necessarily be substantial and may consist of sample learners other than the submitted lesson.

A.3 Entry Requirements

Candidates must be at least 18 years of age and will generally be expected to have Grade 8/Intermediate dance ability.

*All candidates who are already teaching in the UK, or are intending to teach in the UK whilst preparing for the Diploma are required to have a Disclosure and Barring Service (DBS) Certificate. This is in line with the statutory requirement for a Disclosure and Barring Service (DBS) Certificate for **all** new appointments to the schools workforce under the intended School Staffing (England) (Amendment) (No. 2) Regulations 2006.*

Rockschool currently offers the service for third parties to obtain a DBS. If you are interested in finding out more about this, please contact Rockscool. Contact details are available in Section L below.

A.4 Certification Titles

The Diploma qualification will be shown on the certificate as the following:

- Rockscool Level 4 Diploma in Dance Teaching

A.5 Progression

The qualification is designed to offer direct progression into certain sectors of dance education while also acting as an introduction, or preliminary stage, to undergraduate or postgraduate teacher training qualifications depending on the qualification taken.

The level and content of the qualification is ideal for dancers working in educational activities and is designed to provide all the skills required to work in these areas including providing input on employment opportunities, self-employment and marketing.

The Level 4 Diploma qualification introduces candidates to fundamental teaching and learning concepts, which can be revisited through progression to PGCE and other teacher training courses at Level 5/6 leading to Fully Qualified Teacher Status.

A.6 Qualification Structure

The Diploma qualification consists of two core (compulsory) units.

Unit one: the first unit consists of evidence of teaching and lesson planning across a range of dance teaching contexts.

Unit two: the second unit is a practical unit in which a candidate attends a specially convened examination event.

A fuller guide to the content is shown in Section B and C below and in Annex 1: Unit Specifications.

SECTION B: Level 4 Diploma in Dance Teaching

Unit One: Dance Lesson Planning and Delivery

The content of this unit is made up of three principal forms of evidence:

- A live simulation or DVD/video submission of lessons in action;
- A live performance or DVD/video submission of the candidate's dancing ability
- Lesson plans and other supporting materials

Unit Two: Assessing and Observing Dance Teaching Practice

The content of this unit is made up of two principal forms of evidence:

- Session 1: Assessment of generic teaching techniques shown on DVD;
- Session 2: Practical examination/discussion of teaching strategies and outcomes, health and safety, child development, legal requirements and special educational needs.

SECTION C: Assessment Information

C.1 Assessment Methodology

The underlying philosophy for assessment is that candidates should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential in each aspect of the qualification for which they are registered.

To this end, a variety of methodologies are used in the assessment of the Diploma. The three principal assessment mechanisms used are:

- visual evidence in the form of DVD/video evidence;
- written support materials;
- group exercises and a one-on-one examination.

Candidates are expected to be self-supporting in the creation of the materials to be submitted for assessment. Candidates are therefore explicitly encouraged to take responsibility for their own learning processes. Successful candidates will therefore show a high level of initiative and self-motivation.

All assessment undertaken within this qualification is external. Candidates are required to submit their work in one unit in DVD/video format and on paper. In the second unit candidates will be invited to attend an assessment day during which they will be asked to undertake a number of tasks connected with the unit, which will be assessed.

C.2 Unit Format

Annex 1 contains specifications for each unit. Each unit includes:

- Unit Title
- Credit Level
- Credit Value
- Learning Outcomes - a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Requirements - the evidence upon which the candidate is assessed

C.3 Learning Outcomes

Learning outcomes are specific to each unit, and are included in the unit specifications, and have an associated set of assessment requirements. Examiners must ensure that all of the learning outcomes are fulfilled upon completion of the unit. Successful completion of learning outcomes is essential in order for the minimum grade for the unit to be awarded.

C.4 Assessment Requirements

Each candidate is required to produce evidence, which demonstrates achievement of the learning outcomes associated with the units of the qualification towards which they are working. The evidence required by the candidate is detailed in the assessment requirements, specific to each unit, as laid down in the unit specifications. Candidates must ensure that all of the assessment requirements are fulfilled upon completion of the unit. Successful completion of all of these tasks is essential in order for the minimum grade for the unit to be awarded.

In general, the types of evidence required of candidates may include some of the following:

- DVD/Video evidence of observation and teaching
- Course/curriculum rationales
- Schemes of work and lesson plans
- Handouts
- Reports identifying specific skill development
- Diagrams/Graphs
- Illustrations/Screenshots
- Recorded Discussions
- Simulation
- Oral evidence

C.5 Grading Criteria

Grading criteria is specific to each unit and a detailed descriptor for unclassified, pass and distinction is available from the exam board.

The grade awarded to each candidate in each unit will depend in practice upon the extent to which the candidate has met the grading criteria overall. Candidates will need to fulfil all of the learning outcomes contained within the unit in order to be eligible for grading at pass level or above.

Examiners will apply the detailed grading criteria laid down in each unit as required. The grading criteria are 'banded' into the following categories of distinction, pass or unclassified:

- **Distinction:** a distinction grade will be awarded where a candidate has produced work to a high standard in all or most of the tasks contained within a unit. They will be a highly skilled and engaging dance teacher who is able to produce high class work that is fit for the teaching context in which they operate. They will be capable of producing highly original material for schemes of work and have a thorough grasp of acceptable methods of delivery. Within the Diploma they may need to identify which skills they need to develop to work effectively at a higher level.
- **Merit:** A merit grade will be awarded where a candidate has produced work to a good standard in all or most of the tasks contained within a unit. They will be a skilled teacher who is able to produce high class work that is fit for the teaching context in which they operate. They will be capable of producing highly original material for schemes of work and have a thorough grasp of acceptable methods of delivery. They may need to identify which skills they need to develop to work effectively at a higher level.

- **Pass:** a pass grade will be awarded where a candidate has produced work to the required standard in all of the tasks contained within a unit. They will be a competent dance teacher who is able to produce high-class work that is fit for the teaching context in which they operate. They will be capable of producing original material for schemes of work and have a thorough grasp of acceptable methods of delivery. Within the Diploma they may need to develop certain skills to work effectively at a higher level.
- **Unclassified:** an unclassified grade will be awarded where the candidate has produced work, which does not meet the tasks contained within the unit at either level. They will usually be a dance teacher who needs to develop their skill base at the set level. They may not have the skills needed to develop their work at a higher level.

C.7 Expectations of Knowledge, Skills and Understanding

The following standard of work should be taken into account.

Level 4 learning recognises the ability to gain and, where relevant, apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people working independently, or in some areas supervising and training others in their field of work.

It is expected that candidates will have well-developed, and/or well-structured, dance skills which will form the basis of their expertise and so the basis of their teaching. The candidate's talents/abilities will be supplemented by a clear and objective vision of how the candidate's skill-set can be used to pass on learning to others.

The above should be considered in the context that this qualification will only be available for candidates aged 18+ years.

C.10 Authenticity of work

Candidates are expected to take all necessary steps to ensure that the work submitted for assessment is authentic and original. Candidates will be required to confirm to the exam board that the assessment evidence is authentic through the completion of an authenticity statement signed by the candidate upon submission of their evidence.

SECTION D: Candidate Access and Registration

(For further information see the Centre Handbook.)

D.1 Access and Registration

The qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

At the point of application, the exam board/centres will ensure that all candidates are fully informed about the requirements and demands of the qualification.

The submission of Unit 1 can be made by post (courier or registered mail) or by e-mail.

D.2 Recommended Prior Learning

When reviewing the combinations of qualifications and/or experience held by applicants when applying for either of the qualifications the following may be taken into account:

- related Level 3 and/or Level 4 qualifications;
- related dance experience;
- teaching experience (e.g. workshops, classroom teaching, presentations, etc.);

Any candidate over the age of 18 may apply for either qualification. There is no upper age limit.

Transfer of Credit

Within the Qualifications and Credit Framework, learners can accumulate and transfer credit, for example by requesting “exemptions” and “substitutions” for various elements of a qualification they are studying, provided that the evidence they provide meets the learning outcomes and assessment criteria for the unit they are requesting to be exempted or substituted.

A learner may request an exemption from a unit for any prior learning they have undertaken outside of the Qualifications and Credit Framework (for example Higher Education courses or adult or college based learning).

A learner may request a substitution of a unit they have already achieved from another qualification within the Qualifications and Credit Framework if the learning outcomes and assessment criteria for the unit match those of the unit they are requesting a substitute for.

Any requests for exemptions or substitutions should be made in writing to RockschooL as soon as they are known. RockschooL will assess these requests against the learning outcomes and assessment criteria for the unit on a case by case basis and make a decision as to whether the unit can be exempted or substituted.

In addition, learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to the qualification, but that doesn't count as an exemption or a substitution. This is called Recognised Prior Learning (RPL). RPL is of particular value to learners without formal qualifications who are either in employment, preparing to enter, or returning to employment. It can enable the learner to move directly to the assessment stage without duplicating the learning process. It does not, however, negate the need for the assessment process to take place.

SECTION E: Complaints and Appeals

All complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations are dealt with by the exam board according to the protocols laid down in the *Policies* document.

SECTION F: Equal Opportunities Policy

The exam board's Equal Opportunities policy is available on request.

SECTION G: Contacts for Help & Support

Rockschool

The following contacts may be made at Rockscool:

Chief Executive:	John Simpson
Head of Quality:	Patrick Healy
Qualifications Manager:	Jon Tatum

All can be contacted on 0845 460 4747

Contacts for exam boards can be obtained from the Head of Quality or Qualifications Manager.

All correspondence should be directed to:

Rockscool Ltd
Harlequin House
Ground Floor
7 High Street
Teddington
Middlesex
TW11 8EE

Or qualifications@rockscool.co.uk

ANNEX: Unit Specifications

This annex contains specifications for each unit of the learning outcomes and assessment requirements.

Unit 1

Title:	Dance lesson planning and delivery
Level:	4
Credit Value:	50
GLH	100

Learning outcomes You will:	Assessment Criteria You can:
1. Demonstrate the ability to teach dance in a chosen genre.	<p>1.1 Deliver one group lesson lasting not less than 20 minutes or candidates' own lesson length. The lesson will be assessed on the following criteria: (This may be done live or submitted on DVD.)</p> <ul style="list-style-type: none"> • Details of aims and objectives • Evidence of thorough planning showing a variety of tasks to include where appropriate <ul style="list-style-type: none"> ○ Warm up exercises ○ Structured work including technique, musicality and performance in the appropriate genre ○ Understanding and application of the relevant syllabus ○ Appropriateness of content and level to learners ○ Effectiveness of teaching strategy ○ Effectiveness of communication ○ Effectiveness of lesson management ○ Effectiveness of learner engagement <p>1.2 Evaluate the lesson and provide information on the following:</p> <ul style="list-style-type: none"> • Areas of strength • Areas for development • Suggestions for alternative approaches
2. Demonstrate own skills in devising and performing within an appropriate dance genre	2.1 Devise and perform dance movements in an appropriate dance genre that be used within a general teaching programme. The performance will be assessed on the following criteria:

	<ul style="list-style-type: none"> • The dance movements effectively demonstrate areas of the syllabus for the level and genre • The dance movements clearly demonstrate the technical and performance skills required for the level and genre
<p>3. Understand how to create lesson plans for a session of dance classes from Grade X to Grade Y.</p>	<p>3.1 Create a detailed set of lesson plans for a progressive course of dance classes up to Intermediate Foundation or Grade 5 (minimum of 10 plans). Each lesson must incorporate a variety of teaching, learning and assessment strategies. They should include:</p> <ul style="list-style-type: none"> • Brief overview of the group, including length of time taught, level of learners and work achieved to date • Clear objectives for each lesson • Relationship between the lesson objectives and the content of the appropriate syllabus • Allocation of time for each exercise or movement sequence • Detailed information on exercises and movement sequences <p>3.2 Create an overview for the above group for a subsequent session of dance classes. It should include the following:</p> <ul style="list-style-type: none"> • Proposed overview of session • Proposed objectives of session and individual lessons outlining any areas of technique or vocabulary to be studied • Relationship of lesson plans to the technique and vocabulary requirements of the syllabus
<p>4. Understand how to create learner logs to support the lessons outlined in 3.1.</p>	<p>4.1 Create a format for learners outlined in the term's lessons of 3.1. The chosen format should incorporate the following:</p> <ul style="list-style-type: none"> • Clear and appropriate explanation of technical and vocabulary requirements related to the syllabus • Clear objectives for the next lesson • Use of appropriate language

Unit 2

Title:	Assessing and Observing Dance Teaching Practice
Level:	4
Credit Value:	40
GLH	80

Learning outcomes You will:	Assessment Criteria You can:
1. Demonstrate the ability to recognise and critique observed teaching practice.	<p>1.1 Observe examples of general teaching approaches and techniques and make balanced/substantiated judgements. The following should be addressed where appropriate:</p> <ul style="list-style-type: none"> • Communication • Language • Engagement • Structure • Variety • Approaches • Fluency • Learner Achievement <p>1.2 Based on the examples shown in 1.1 and your given lesson, articulate your findings, providing verbal and practical examples to substantiate your approaches and reasoning.</p>
2. Demonstrate and articulate teaching methodologies within a given teaching scenario.	<p>2.1 Demonstrate an effective approach to a given teaching scenario. The scenario will be one of the following and will be given at the time of the candidate's lesson in Unit 1 (Lesson Planning and Delivery). The scenario will be incorporated into the lesson.</p> <ul style="list-style-type: none"> • Warm up • Structure of exercises/dance movements • Learner disruption
3. Demonstrate knowledge of other relevant issues connected with the role of teacher.	<p>3.1 Discuss, giving relevant examples, the following areas and explain where to access the information:</p> <ul style="list-style-type: none"> • Health and Safety • Safe Dance Practice • Child development including anatomy • Legal requirements/legislation relating to working with children and young people

	<p>3.2 Take responsibility for the delivery, management and evaluation of lessons</p> <p>3.3 Demonstrates a differentiated approach to learners with special educational needs. To cover the following:</p> <ul style="list-style-type: none">• Brief overview of two special educational needs• Strategies to engage these learners• How this affects learning, acquisition of technique and vocabulary and performance of the chosen genre
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