
Specification

Level 5 Diploma

Dance Teaching

bbodance

Qualifications regulated in England and Wales

This specification is valid from July 2024

bbodance

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Summary, Objectives, Aims and Philosophy

Qualification Title and Numbers

Qualification Title	Ofqual Qualification Number	Qualification Wales Approval/Designation No.
Level 5 Diploma in Dance Teaching	601/7204/6	C00/1720/1

The Level 5 Diploma in Dance Teaching builds on the pedagogic knowledge and skills developed during the bbodance Level 4 Diploma course or by an alternative recognised dance teaching qualification, by guiding students to apply teaching and learning strategies in their own teaching practice. The focus at this level is students developing their own studio and/or online practice.

Students will develop the skills necessary to confidently manage the learning environment in which they practice by studying learning and teaching as practice, curriculum design, and assessment. In addition, an overview of dance history and choreographic practice will help students contextualise their practice in relation to the wider professional and creative dance industry. These modules are also designed to ensure that students develop academic skills that are essential for further studies in higher education as part of personal professional development.

Objectives

The following learning objectives define the expected goal of the Level 5 Diploma in Dance Teaching qualification in terms of demonstrable skills or knowledge that will be acquired:

- To demonstrate knowledge and understanding of how to plan and deliver dance curriculum, including schemes of work and lesson plans
- To demonstrate knowledge and understanding of how to develop a progressive dance teaching practice
- To demonstrate knowledge and understanding of effective assessment and feedback
- To demonstrate knowledge and understanding of a specific dance genre within a historical context and its relevance in dance teaching
- To demonstrate knowledge and understanding of how to develop an engaging choreographic practice that supports dance teaching.

Aims

The Level 5 Diploma in Dance Teaching qualification aims to specifically focus on knowledge of dance pedagogy and how to develop a successful, personal practice. The qualification consists of five mandatory modules. The course comprises three modules which focus on developing knowledge of dance teaching and how to apply this knowledge within taught, studio and/or online lessons and how this contributes to a full curriculum. Students will also develop the skills needed to confidently manage the learning environment in which they practice. These modules are complimented by a further two modules on the study of dance history and choreographic practice with the aim of ensuring that students are able to contextualise and develop their practice in relation to the wider professional and creative dance industry.

Fitness for purpose

bbodance meets the requirements of fitness for purpose through a rigorous Quality Assurance Framework, which includes the following:

- The Head of Teaching Qualifications undertakes biannual meetings with faculty to ensure that Quality Assurance is maintained across all modules and faculty and develops strategies for Quality Enhancement.
- A clear schedule of internal moderation across modules and faculty.
- A clear schedule of external moderation across modules and faculty concluding with an External Examiner report to be provided annually as part of the UK academic year and the Examination Board meeting.
- A complete 5-year review of the qualification that includes feedback from students and faculty.
- bbodance Quality Assurance Committee and bbodance Qualifications and Awards Approval Board.
- bbodance policies and guidelines <https://www.bbo.dance/policies-and-guidelines>
- Regulatory and Quality Assurance (QA) Adviser who is in place to support the Head of Teaching Qualifications with grievances, complaints and provide overall QA guidance to the courses.
- Mechanisms for student feedback.
- Council for Dance, Drama and Musical Theatre (CDMT) membership.

Entry Criteria

The qualification is aimed at students who have studied Graded and Vocational Graded Examinations in Dance, or equivalent, and wish to progress to become a qualified dance teacher and/or for experienced dance teachers with no previously recognised qualification who wish to undertake professional development.

- A Level 4 Teaching Qualification from **any** recognised awarding organisation (*or equivalent dance teaching experience*)
- **GCSE** (*or equivalent*) in English (C/4)
- A Level 3 Dance qualification, such as **Intermediate** or **Grade 6 in Dance** in any genre (*or equivalent*), A-Level Dance or a BTEC National in Dance
- Recommended **18+ years old**

Delivery of the Qualification

Mode & Schedule of Delivery

The qualification is delivered from February to August and July to January.

The qualification is taught in a blended form of online learning, independent study and in-person instruction.

Online delivery includes live and recorded webinars, individual and group tutorials, access to a Virtual Learning Environment, access to learning materials and resources, access to a personal tutor for each module, and additional support from bbodance staff.

In-person instruction includes studio-based practical workshops to support development of practical skills.

A Schedule of Delivery detailing the specific module delivery dates, webinar dates and assessment deadlines is provided in advance of course commencement.

Module Total Credits: 80

Total Qualification Time (TQT): 800 hrs

Guided Learning Hours (GLH): 65

Module No.	Module Title	Credits	Study Hours	GLH
5.1	Curriculum Design	20	200	15
5.2	Assessment for Learning	10	100	10
5.3	Dance History	10	100	11
5.4	Developing Choreographic Practice	20	200	15
5.5	Teaching and Learning in Practice	20	200	14

Online Course Structure & Support

- An overview of all module release dates, Training Days/Webinars and summative submission dates is provided in a Schedule of Delivery.
- The Virtual Learning Environment (VLE) enables students full access to course and module content and a wide range of learning resources, including study skills support.
- In addition to module materials, students are provided with a Student Handbook which details regulatory information, bbodance policies and guidelines on all aspects of studying.
- Students are invited to attend a course overview webinar one week prior to the start of the first module.
- For each module students are given access to a Learning Journal, which provides a step-by-step guide to the module content, delivery and assessment requirements. In addition, students have access to module resources, such as readings, presentations, video material, templates and assessment guidance. Students attend scheduled Training Days in which module content is taught live online. All Training Days are recorded and students are given access to the recording to ensure accessibility and flexibility with learning.
- Peer learning opportunities and support are provided as part of Training Day sessions and group tutorials.
- The Qualifications Manager provides additional course support.
- Additional study skills, module, assessment and career development support is provided by the Head of Teaching Qualifications.
- All students are provided with free Associate Membership with bbodance for the duration of their studies which gives them access to bbodance syllabi material and discounted CPD opportunities in support of their studies.

Module Outlines

Module Code and Title	5.1 Curriculum Design		
Credit Value	20	Study Hours/GLH	200/15

Module Description

This module aims to provide students with an overview of the main learning and teaching considerations needed when designing dance curriculum and planning dance teaching. Students will analyse specific theories of curriculum and relate this to the process of curriculum design in dance. Through the raised awareness of specific factors which contribute to effective learning, students will be able to incorporate educational theory into their everyday practice.

Mode of Assessment

Written (100%)

Assessment Details

Students are required to create a Teaching Folder that includes the following:

- 2 Schemes of Work (SOW), each for 12 weeks of delivery of a minimum of 12 sessions. The Schemes of Work should be for different classes, e.g. a different genre, a different level/age group, a different teaching context, and should be underpinned by learning theory studied as part of the module.
- 2 consecutive lesson plans per SOW, including a rationale for the 2 lessons.
- An analysis and evaluation of choices made for the Scheme of Work and corresponding lesson plans and self-reflection on the process/impact of curriculum design and areas for personal development (500 words per Scheme of Work).

Learning Outcomes and Assessment Criteria

Learning Outcomes By the end of the module, students will have/be able to:	Assessment Criteria Students are expected to demonstrate:
1. Knowledge and understanding of pedagogical theories which underpin and inform dance curriculum design and lesson planning	1.1 Knowledge and understanding of theories and processes of curriculum design 1.2 Ability to apply theory which reflects clear choices in personal pedagogic approach
2. Knowledge and understanding of a range of learning and teaching approaches, strategies and principles for dance teaching	2.1 Ability to create progressive Schemes of Work which identify clear learning objectives in response to learners' needs and indicate continuity and progression appropriate to the context and age/level of the learners 2.2 Ability to create progressive Lesson Plans which identify a range of appropriate learning and teaching strategies 2.3 Ability to plan lesson content which is creative, inclusive and safe for learners 2.4 Ability to select appropriate resources to enhance learning
3. Reflect upon and evaluate curriculum design in relation to established theories and processes	3.1 Ability to analyse choices in curriculum design and evaluate the appropriateness, effectiveness or potential of choices in relation to relevant theory 3.2 Ability to reflect upon and evaluate the process and outcomes of curriculum design and identify clear areas for personal development

4. Develop, express and communicate ideas with coherence and use of supporting theory

4.1 Ability to develop, express and communicate ideas with coherence and clarity

4.2 Ability to use a range of appropriate and reliable sources to support ideas with adherence to referencing conventions

Module Code and Title	5.2 Assessment for Learning		
Credit Value	10	Study Hours/GLH	100/10

Module Description

This module focuses on the importance of assessment in learning and teaching in order to monitor achievement, learning and progression in dance lessons. Through the exploration of the principles which underpin effective assessment practice, styles and strategies, students will develop their understanding of assessment in relation to their dance teaching practice.

Mode of Assessment

Written (100%)

Assessment Details

Students are required to write a report on the importance of assessment for and of learning in dance teaching practice. The report should identify, explain and analyse a range of modes and methods of assessment, provide examples of how the modes and methods might be applied in practice, and evaluate the significance and effectiveness of assessment strategies the student currently uses in their teaching. The report should also identify ways in which the student can develop assessment practice as part of their teaching. (2,000 words).

Learning Outcomes and Assessment Criteria

<p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">By the end of the module, students will have/be able to:</p>	<p style="text-align: center;">Assessment Criteria</p> <p style="text-align: center;">Students are expected to demonstrate:</p>
<p>1. Knowledge and understanding of a range of assessment methods and strategies within dance teaching</p>	<p>1.1 Ability to identify a full range of appropriate assessment methods and strategies that have been/could be utilised in their own dance teaching practice</p> <p>1.2 Ability to evaluate the importance of assessment in dance teaching and learning</p>
<p>2. Knowledge and understanding of the theories and principles which underpin effective assessment practice</p>	<p>2.1 Ability to identify and analyse a range of appropriate theories and principles of assessment</p>
<p>3. Reflect upon and evaluate their practice of assessment in relation to both their students' learning and their own pedagogic development</p>	<p>3.1 Ability to reflect upon and evaluate practice of assessment within their own teaching</p> <p>3.2 Ability to identify appropriate areas for development to both enhance students' learning and their own teaching practice</p>
<p>4. Develop, express and communicate ideas with coherence and use of supporting theory</p>	<p>4.1 Ability to develop, express and communicate ideas with coherence and clarity</p> <p>4.2 Ability to use a range of appropriate and reliable sources to support ideas with adherence to referencing conventions</p>

Module Code and Title	5.3 Dance History		
Credit Value	10	Study Hours/GLH	100/11

Module Description

This module introduces students to fundamental research skills required to study the history and development of dance and the related arts. The module enables students to explore a selection of dance genres which were developed in the 20th and 21st centuries and places them within wider historical, social and political contexts. Students are supported in developing their research skills and demonstrating the ability to apply these independently. The students' selection of an appropriate topic of study in the history and development of dance and the related arts must be agreed with the module leader.

Mode of Assessment

Presentation (100%)

Assessment Details

Students are required to create and deliver a 20-minute presentation on a dance genre of their choice. The presentation should explore how the chosen genre has developed or changed over a specified timeframe within the 20th and/or 21st centuries, with reference to social, cultural and/or political influences and analysis of the contribution of key choreographers and selected choreographic works. The presentation should also explore ways in which the student's research can be used within their dance teaching practice.

Learning Outcomes and Assessment Criteria

<p>Learning Outcomes</p> <p>By the end of the module, students will have/ be able to:</p>	<p>Assessment Criteria</p> <p>Students are expected to demonstrate:</p>
<p>1. Knowledge and understanding of artistic developments in a chosen dance genre within the 20th and/or 21st centuries</p>	<p>1.1 Ability to identify and discuss a significant artistic development in a chosen genre of 20th or 21st century dance</p> <p>1.2 Ability to identify and evaluate the contributions of relevant choreographers and appropriate choreographic works</p> <p>1.3 Ability to analyse components of performance and choreography within selected choreographic works</p>
<p>2. Knowledge and understanding of the cultural, historical and/or political contexts influencing the development of dance</p>	<p>2.1 Ability to identify wider cultural, historical and/or political contexts relevant to a selected timeframe within the 20th and/or 21st centuries</p> <p>2.2 Ability to evaluate the influence of key cultural, historical and/or political contexts on the development of a selected dance genre</p>
<p>3. Translate research, new knowledge and understanding into dance teaching</p>	<p>3.1 Ability to demonstrate ways in which research, new knowledge and understanding can be used within dance teaching practice</p>

4. Develop, express and communicate ideas with coherence and use of supporting theory

4.1 Ability to deliver a coherent, engaging and well-structured presentation

4.2 Ability to present work that adheres to referencing conventions

4.3 Effective research skills, using of a wide range of appropriate and reliable sources to support ideas

Module Code and Title	5.4 Developing Choreographic Practice		
Credit Value	20	Study Hours/GLH	200/14.5

Module Description

This module is designed to encourage a developing choreographic practice and exploration of ways in which choreographic practice can be embedded within dance teaching. The module will develop students' 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 as an integral part of dance teaching.

Mode of Assessment

Practical (50%)

Written (50%)

Assessment Details

Students are required to design and deliver 6 hours of creative practical content to a group of 3 or more learners through which a group dance (1 to 2 minutes) is developed. The 6 hours can be in the form of a workshop or weekly dance classes in which creative exploration, collaboration and choreographic processes are embedded within teaching to develop a group dance. In addition, students are required to develop a choreographic teaching resource which can be used by other teachers to guide them in the process of embedding choreographic tasks within dance teaching.

There are **two** parts to the assessment for this module:

1. **Filmed documentation** of the practical process and outcome of the group dance.
Documentation of the process should be in the form of a 20-minute extract of teaching which demonstrates the ways in which choreographic principles and processes have been embedded within dance teaching. This should be followed by a recording of the group dance

outcome from the 6 hours of practical work. Full information on how to submit this video will be provided.

2. A **teaching pack** which includes a Rationale (500 words) for your creative choices, a Choreographic Plan that details the choreographic process, a Reflective Evaluation (500 words) and a Creative Teaching Resource which captures pertinent aspects of the process.

Learning Outcomes and Assessment Criteria

<p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">By the end of the module, students will have/ be able to:</p>	<p style="text-align: center;">Assessment Criteria</p> <p style="text-align: center;">Students are expected to demonstrate:</p>
<p>1. Knowledge and understanding of the fundamental principles of choreographic practice</p>	<p>1.1 Ability to identify and rationalise a clear choice of choreographic principles, processes and structures</p> <p>1.2 Effective application of choreographic principles in dance making, appropriate to the dance genre and age/level of learners</p>
<p>2. Embed choreographic practice creatively within dance teaching using a variety of approaches and methods</p>	<p>2.1 Ability to design and embed appropriate, creative tasks within dance teaching which facilitate dance making</p> <p>2.2 Ability to work collaboratively and creatively to construct and shape movement vocabulary appropriate for the age/level of learners</p> <p>2.3 Ability to work effectively with resources to motivate and inspire learners in movement creation and construction</p>
<p>3. Develop choreographic ideas and processes into a creative resource for dance teaching</p>	<p>3.1 Ability to develop choreographic ideas and processes into a coherent and creative resource for dance teachers</p>
<p>4. Reflect upon and evaluate choreographic processes and outcomes, drawing upon relevant theory</p>	<p>4.1 Ability to reflect upon and evaluate choreographic process and outcomes and determine areas for future development</p>

5. Develop, express and communicate ideas with coherence and use of supporting theory

5.1 Ability to develop, express and communicate ideas with coherence and clarity

5.2 Ability to present work that draws upon a range of appropriate sources and adheres to referencing conventions

Module Code and Title	5.5 Teaching and Learning in Practice		
Credit Value	20	Study Hours/GLH	200/14

Module Description

The aim of this module is to provide a framework for continued reflective practice and 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. Students must deliver a minimum of 30 sessions of live practical dance teaching either in-person, online or a combination of both. 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, professional pedagogic development needs.

Mode of Assessment

Practical Teaching (60%)

Written and Viva Voce (40%)

Assessment Details

Students are required to complete three parts to the assessment for this module:

1. Submission of a filmed teaching practice (TP3), in a genre, syllabus (if relevant) and level specialism of the student's choice with a minimum of two learners. The filmed taught class should be a minimum of 45 minutes and maximum of 90 minutes.
2. A supporting Teaching File comprising the relevant Scheme of Work, a Rationale (500 words) for the class, a full Lesson Plan, and a Reflective Evaluation (1,000 words), underpinned by relevant theory.
3. A 15-minute Viva Voce to reflect upon the wider learning from this module.

As a Level 5 student and Associate Member of bbodance you have a responsibility to:

- Comply with all statutory requirements affecting health and safety at work procedures in respect of the following: health and safety (including safe dance practice), safeguarding, equal opportunities and customer service (including feedback and complaints)
- Hold a valid Disclosure and Barring Service (DBS) Certificate
- Ensure the provision of adequate public/products liability insurance and employer liability insurance
- Comply with all the statutory requirements affecting the running of the business, including registration of names, income tax, value added tax and any other matter required by law
- Ensure that you are in accordance with the law with regard to copyright, recording, public performance and other matters concerning printed matter and recorded music related to your work

Code of Professional Conduct by Council for Dance, Drama and Musical Theatre (CDMT),

https://cdmt.org.uk/images/RA_SUpporting_Documentation/Code-of-Professional-Conduct-for-Teachers-2017.pdf (Accessed 23 Nov 2023)

Learning Outcomes and Assessment Criteria

<p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">By the end of the module, students will have/ be able to:</p>	<p style="text-align: center;">Assessment Criteria</p> <p style="text-align: center;">Students are expected to demonstrate:</p>
<p>1. Employ a range of creative pedagogic learning and teaching theories and principles within their teaching practice</p>	<p>1.1 Ability to plan and employ a range of appropriate pedagogic theories, principles and approaches within their teaching practice</p> <p>1.2 Ability to design and deliver creative and inclusive dance activities which motivate learners and address learners' needs and preferences</p>
<p>2. Deliver progressive practical dance lessons appropriate to the teaching context and the level and abilities of the participating learners</p>	<p>2.1 Ability to plan, deliver and facilitate appropriate, effective and safe dance content which supports progression appropriate to the teaching context and age and level of the learners</p> <p>2.2 Ability to manage learners appropriately and effectively in the space and possess integral skills in the demonstration of dance content appropriate to the context</p> <p>2.3 Ability to employ a range of feedback strategies which support achievement of learning objectives</p> <p>2.4 Ability to use the voice, accompaniment and resources innovatively and effectively to support learning</p>
<p>3. Analyse and evaluate own teaching in relation to established pedagogical theory</p>	<p>3.1 Ability to analyse and evaluate own learning and teaching strategies employed in relation to the learners' responses and achievement of the learning objectives</p>

	<p>3.2 Ability to evaluate specific aspects of teaching practice in relation to established pedagogical theories, concepts and thinking in the discipline</p>
<p>4. Reflect on and evaluate wider experience and learning to inform future development of teaching practice</p>	<p>4.1 Ability to reflect on the wider experience of developing teaching practice throughout the module in relation to pedagogical theory, concepts and thinking in the discipline</p> <p>4.2 Ability to identify specific areas for development of own teaching practice which are meaningful, appropriate and achievable</p>
<p>5. Develop, express and communicate ideas through written and oral modes with coherence and use of supporting theory</p>	<p>5.1 Written work that is clear and coherent and adheres to referencing conventions</p> <p>5.2 Ability to express and communicate ideas in discussion with clarity and coherence</p>

Marks and Achievement

Achievement Categories

The qualification is graded as Pass, Merit or Distinction

Achievement Descriptors

Distinction

70% and above PASS with DISTINCTION

An extremely good response to the assessment(s): all learning outcomes have been achieved to a high standard and some at an exceptionally high level. The work demonstrates some of the following characteristics, beyond that expected for work at the given level of study:

- Originality in the way in which the work has been approached and devised/executed
- In-depth understanding, exploration, insight and/or research
- Evidence of high-quality analysis, synthesis, evaluation, critical appraisal and/or performance
- All specifications for the assessment task, including word limit, have been adhered to
- The organisation of the work and the standard of presentation are very good throughout.

Merit

60%-69% PASS with MERIT

A good response to the assessment(s): all learning outcomes have been met fully and many have been achieved at a good or very good standard. The work demonstrates all or most of the following characteristics in relation to those expected at the given level of study:

- A comprehensive approach to the devising and/or execution of the work
- Very good understanding and exploration, some insight and/or thorough research
- No significant inaccuracies or misunderstandings
- Some high-quality analysis, synthesis, evaluation, critical appraisal and/or performance
- The specifications for the assessment task, including word limit, have been adhered to
- The work is well organised and the standard of presentation is good.

Pass

40%-59% PASS

A sound response to the assessment(s): all learning outcomes have been met and some may have been achieved at a good standard. The work demonstrates some of the following characteristics in relation to those expected at the given level of study:

- An acceptable approach to the devising and/or execution of the work
- Adequate through to a good understanding and exploration, some insight and/or appropriate research
- Some minor inaccuracies and/or misunderstandings
- Sound analysis, synthesis, evaluation, critical appraisal and/or performance
- There are no significant aberrations from the specifications for the assessment task, including the word limit.
- The work is suitably organised and the standard of presentation is at least satisfactory.

Standard Not Yet Achieved

0%-39% FAIL

The required standard has not been achieved. The work demonstrates some of the following characteristics in relation to those expected at the given level of study:

- An unacceptable approach to the devising and/or execution of the work
- An inadequate understanding and exploration, that is without insight and/or appropriate research
- Some major inaccuracies and/or misunderstandings
- Inadequate analysis, synthesis, evaluation, critical appraisal and/or performance
- Significant aberrations from the specifications for the assessment task, including the word limit
- The work is not suitably organised and the standard of presentation is not satisfactory.

Students will be offered an opportunity to re-sit a failed assessment in line with the course regulations.

Learning Resources

The following additional resources are available for all students:

- Graded examination specifications: <https://www.bbo.dance/examinations>
- A Study Skills resource list and access to live and recorded study skills presentations

Reading List

Essential Reading

- Sanders, L. (2016). *Dance Teaching and Learning: Shaping Practice*. 3rd ed. One Dance UK.
- Petty, G. (2014). *Teaching Today: A Practical Guide*. 5th ed. Oxford: Oxford University Press.

Additional Reading

A reading list for each module is provided via the VLE.

Useful Resources

- One Dance UK: <https://www.onedanceuk.org/>
- Council for Dance, Drama and Musical Theatre (CDMT): <https://cdmt.org.uk/>
- People Dancing – the foundation for community dance: <https://www.communitydance.org.uk/>
- International Association for Dance Medicine & Science (IADMS): <https://iadms.org/>
- bbodance Continuing Professional Development: <https://www.bbo.dance/cpd-event-listing>
- Video and written syllabus resources in Classical ballet, Jazz, Modern, Tap, Musical Theatre, AcroDancer and Contemporary via free Associate Membership:
<https://www.bbo.dance/bbojoin>