
Specification

Level 4 Diploma

Dance Teaching Practice

bbodance

Qualification recognised by Ofqual and Qualifications Wales

This specification is valid from January 2026.

bbodance

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Summary, Objectives, Aims and Philosophy

Qualification Title and Numbers

Qualification Title	Ofqual Qualification Number	Qualifications Wales Approval/Designation No.
Level 4 Diploma Dance Teaching Practice	610/6593/6	C00/5288/9

bbodance is dedicated to the development and education of dance teaching professionals, providing vocational courses that support and train dance teachers at each stage of their journey. The Level 4 Diploma Dance Teaching Practice builds on the pedagogic knowledge and skills acquired during the bbodance Level 4 Introduction to Dance Teaching course (or alternative), by guiding students in the development of their dance teaching practice.

Students who are novice teachers will develop the knowledge and skills necessary to confidently plan and deliver safe and effective dance classes and manage the learning environment in which they practice. Students who are experienced dance teachers will extend their knowledge and skills to broaden and enhance their existing practice.

Objectives

The learning objectives that define the expected goal of the Level 4 Diploma Dance Teaching Practice qualification in terms of demonstrable skills or knowledge that will be acquired are as follows:

- To demonstrate knowledge and understanding of how to plan and deliver dance curriculum
- To demonstrate knowledge, understanding and skill in effective and progressive dance teaching practice
- To demonstrate knowledge, understanding and application of safe dance practice techniques
- To demonstrate knowledge and understanding of child development

Aims

The Level 4 Diploma Dance Teaching Practice focuses on developing knowledge of dance pedagogy and an effective teaching practice which meets the needs of the students' learners. The qualification consists of four mandatory modules. The main module is an extended teaching practice module in which students acquire knowledge of a wide range of pedagogical principles and progressively develop their practical teaching skills whilst teaching in their specific context. This module is supported by three modules which develop students' knowledge of how to design dance curriculum, how to apply child development theory to support individual learners, and how to use dance science concepts to ensure the wellness and safety of learners.

Fitness for purpose

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

- 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.

Entry Criteria

The qualification is aimed at students who are already working as dance teachers or are making the transition from professional dancer to teacher and wish to become a qualified dance teacher. Students must be teaching on a regular basis for the duration of their studies.

- bbo dance Level 4 Diploma Introduction to Dance Teaching or equivalent from **any** recognised awarding organisation (*or equivalent dance teaching experience*) or if you are a professional dancer, a minimum of 5 years of contracted work as a professional dancer
- **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 Diploma in Dance
- Recommended **18+ years old**

Delivery of the Qualification

Mode & Schedule of Delivery

The qualification is delivered from October to April and May to November.

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.

Onsite delivery includes in-person practical workshops to support development of practical skills.

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

Module Total Credits: 60
Total Qualification Time (TQT): 600 hrs

Guided Learning Hours (GLH): 65 hrs

Module No.	Module Title	Credits	Study Hours	GLH
4.5	Curriculum Design	10	100	11
4.6	Child Development	10	100	11
4.7	Dance Science for Teaching Practice	10	100	11
4.8	Teaching and Learning in Practice	30	300	32

Course Structure & Support

- An overview of all module dates, Training Days/Webinars and summative submission dates is provided in a Schedule of Delivery.
- The Virtual Learning Environment (VLE) provides students with 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 or in-person. 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 TQ 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	4.5 Curriculum Design		
Credit Value	10	Study Hours/GLH	100/11

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 explore approaches to curriculum and theoretical principles of learning and teaching before applying their learning in practice by designing a Scheme of Work and Session Plans for a specific group of learners that they teach.

Mode of Assessment

Written (100%)

Assessment Details

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

- 1 Scheme of Work (SOW) for 12 weeks of delivery of a minimum of 12 sessions. The Scheme of Work should be for a specific genre of dance and a specified level/age range within the student's teaching context.
- 2 consecutive session plans from the SOW, including a rationale for the 2 lessons.
- An 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).

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 a progressive Scheme of Work which identifies clear learning objectives in response to learners' needs and indicates 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 review 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 sources	4.1 Ability to develop, express and communicate ideas with coherence and clarity 4.2 Ability to use appropriate sources to support ideas and identify sources through a bibliography in the correct house style.
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Module Code and Title	4.6: Child Development		
Credit Value	10	Study Hours/GLH	100/11

Module Description

This module develops students' understanding of child development as central to the work of all individuals who teach and are responsible for dance students. Through the exploration of child development intellectually, physically, socially and emotionally, students examine, develop and plan teaching strategies that address the capabilities, needs and strengths of individual learners. The module focuses on the importance of inclusive dance teaching practice from a developmental perspective.

Mode of Assessment

Recorded Presentation (100%)

Assessment Details

Students are required to plan, create and record a 15-minute case study presentation on an intellectual, physical, social and/or emotional issue experienced by a specific learner that they teach or may teach in the future. The presentation should identify, analyse and discuss the issue experienced by the learner, identify specific teaching strategies that they would implement to address the learner's needs and evaluate the chosen teaching strategies within the wider context of inclusive dance practice.

Discussion should be supported by presentation slides and should draw upon key concepts studied as part of the module.

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 the intellectual, physical, social and emotional stages in a child's development.	1.1 Ability to identify and analyse the stage(s) of intellectual, physical, social and emotional development of a specific learner. 1.2 Ability to analyse a specific issue relating to the intellectual, physical, social and emotional development experienced by a specific learner.
2. Knowledge, understanding and application of teaching strategies that address the needs of individual learners.	2.1 Ability to identify and explain appropriate teaching strategies to implement for a specific learner.
3. Knowledge and understanding of inclusive dance practices	3.1 Ability to evaluate chosen teaching strategies within the wider context of inclusive dance practice
4. Develop, express and communicate ideas with coherence and use of supporting sources.	4.1 Ability to present, express and communicate ideas with coherence and clarity. 4.2 Ability to use appropriate sources to support ideas and identify sources through a bibliography in the correct house style.

Module Code and Title	4.7 Dance Science for Teaching Practice		
Credit Value	10	Study Hours/GLH	100/11

Module Description

This module introduces students to essential anatomical, physiological, health and wellness concepts required to successfully integrate safe practice within dance teaching. Exploration of concepts will support a holistic understanding of overuse injury prevention and management and safe dance practices to support technical dance training.

Mode of Assessment

Practical (70%)

Written (30%)

Assessment Details

Students are required to complete two parts to the assessment of this module:

1. Students must plan, create, deliver, and film 20 minutes of dance teaching in which they implement knowledge and understanding of current dance science practices in anatomy and physiology, applied to the needs of their learners. Their teaching should incorporate application of anatomical knowledge and a supplemental training exercise to support safe and effective dance technique and overuse injury prevention and management.
2. Students must submit a full Lesson Plan that includes a Rationale (250 words) for their choice of supplemental training exercise and a written Reflective Evaluation (500 words). Their evaluation should review the effectiveness of their chosen supplemental exercise, identifying strengths and areas for improvement. They should also indicate wellness guidance they would provide students as part of dance training, drawing upon concepts studied as part of the module.

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 anatomy, physiology, health and wellness for dancers	1.1 Ability to identify a specific overuse injury, explain anatomy and physiology relevant to the overuse injury, and justify choice in relation to the genre of dance and learners' age and level of practice. 1.2 Ability to identify and discuss appropriate strategies to support health and wellness relevant to dance training.
2. Apply overuse injury prevention and management strategies and techniques as part of dance teaching	2.1 Ability to explain a selected overuse injury issue to learners, using appropriate anatomical language. 2.2 Ability to create and employ a supplemental training exercise to prevent and manage the overuse injury issue, appropriate to the genre of dance and learners' age and level of practice. 2.3 Ability to extend or transfer learning from the supplemental exercise into a dance technique exercise.
3. Analyse and evaluate own teaching and choice of strategies in relation to established theory	3.1 Ability to review the effectiveness of own strategies employed in relation to the learners' responses. 3.2 Ability to evaluate own teaching in relation to dance science and safe practice theory.

4. Develop, express and communicate ideas with coherence and use of supporting sources.	4.1 Ability to develop, express and communicate ideas with coherence and clarity. 4.2 Ability to use appropriate sources to support ideas and identify sources through a bibliography in the correct house style.
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Module Code and Title	4.8 Teaching and Learning in Practice		
Credit Value	30	Study Hours/GLH	300/32

Module Description

This module builds upon knowledge acquired through Module 4.5 Curriculum Design, Module 4.6 Child Development and Module 4.7 Safe Practice in Dance Teaching to develop, extend and enhance students' practical dance teaching skills. In addition to developing their core teaching skills, students explore a range of teaching approaches and pedagogic principles, including but not restricted to inclusivity, assessment for learning and the importance of clear feedback, resource-based learning and teaching, and creative approaches to learning and teaching. With guidance from their module tutor, students extend their teaching practice in ways which best meet 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, 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 Session Plan with a clear Rationale for the focus of the session (500 words), underpinned by relevant theory.
3. A 20-minute Viva Voce to reflect upon and evaluate their filmed teaching practice and their wider learning and skill development as part of the module and identify areas of future development within their teaching practice.

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. Employ a range of creative pedagogic learning and teaching theories and principles within their teaching practice	1.1 Ability to plan and employ a range of appropriate pedagogic theories, principles and approaches within their teaching practice 1.2 Ability to design and deliver creative and inclusive dance activities which motivate learners and address learners' needs and preferences
2. Deliver progressive practical dance lessons appropriate to the teaching context and the level and abilities of the participating learners	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 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 2.3 Ability to employ a range of assessment and feedback strategies which support achievement of learning objectives 2.4 Ability to use the voice, accompaniment and resources innovatively and effectively to support learning
3. Analyse and evaluate own teaching in relation to established pedagogical theory	3.1 Ability to review the effectiveness of own learning and teaching strategies employed in relation to the learners' responses and achievement of the learning objectives

	3.2 Ability to evaluate specific aspects of teaching practice in relation to established pedagogical theories, concepts and thinking in the discipline
4. Reflect on and evaluate wider experience and learning to inform future development of teaching practice	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 4.2 Ability to identify specific areas for development of own teaching practice which are meaningful, appropriate and achievable
5. Develop, express and communicate ideas through written and oral modes with coherence and use of supporting sources	5.1 Ability to present work that is clear and coherent, uses appropriate sources to support ideas and identifies sources through a bibliography in the correct house style 5.2 Ability to express and communicate ideas in discussion with clarity and coherence

Marks and Achievements

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.

Fail

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 resources are available for all students:

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

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 or set readings for each module are provided via the VLE.

Useful Resources

- bbodance Code of Professional Conduct at <https://www.bbo.dance/policies>.
- One Dance UK: <https://www.onedanceuk.org/>
- 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>