
Specification

Level 4 Diploma

**Introduction to Dance
Teaching**

bbodance

Qualification recognised by Ofqual and Qualifications Wales

This specification is valid from September 2024.

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 Introduction to Dance Teaching	601/7203/4	C00/1720/0

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 Introduction to Dance Teaching introduces students to the fundamental basics of dance teaching, providing them with the foundational knowledge needed to begin their careers as dance teachers.

Through observation and analysis of 30 hours of dance teaching, students acquire an understanding of how to structure a class, what to teach, and the fundamental strategies and approaches used to facilitate dance learning. Observation is supported by the study of safe dance practice and leads to an opportunity to put what they have learnt into practice. In addition, students are introduced to dance teaching as a business and develop key skills in preparation for setting themselves up within the industry.

Objectives

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

- To demonstrate knowledge and understanding of the fundamentals of dance teaching
- To demonstrate knowledge, understanding and application of safe dance practice
- To demonstrate knowledge, understanding and application of basic lesson planning and dance teaching for a specific group of learners

- To demonstrate knowledge and understanding of the expectations and requirements of the dance teaching profession in the creation of a career development plan

Aims

The Level 4 Diploma Introduction to Dance Teaching introduces and develops the fundamental skills, knowledge and understanding needed to teach dance and work successfully in the industry. The qualification consists of four mandatory modules: two modules which focus on developing knowledge of dance teaching and how to apply knowledge in practice, a module on safe dance practice and a module on career development.

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.
- 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 have equivalent dance experience and wish to learn the fundamentals of dance teaching before progressing to become a qualified dance teacher.

- **GCSE** (*or equivalent*) in English (C/4)
- **Intermediate** or **Grade 6** Certificate in Dance in any genre (*or equivalent; i.e., a Level 3 Dance qualification*)
- Recommended **18+ years old**

Delivery of the Qualification

Mode & Schedule of Delivery

The qualification is delivered from September to January and February to June.

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): 56 hrs

Module No.	Module Title	Credits	Study Hours	GLH
4.1	Observing Teaching & Learning Strategies	20	200	17
4.2	Business & Career Development	10	100	10
4.3	Safe Dance Teaching Practice	10	100	12
4.4	Applying Teaching and Learning Strategies in Practice	20	200	17

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	4.1 Observing Teaching and Learning Strategies		
Credit Value	20	Study Hours/GLH	200/17

Module Description

This module introduces students to the fundamental skills required for effective, appropriate and engaging practical dance teaching. The module explores pedagogical principles, a range of learning and teaching strategies, and approaches to class structure, differentiation and inclusivity, giving feedback and using resources, as well as the importance of fundamental delivery skills in the context of dance and dance teaching. Through a guided process of observation of dance teaching and ongoing reflection, students identify, analyse and evaluate teaching and learning to inform their pedagogic development. The 30 hours of observed teaching may be of onsite or online dance classes or a combination of both.

Mode of Assessment

Written (100%)

Assessment Details

Students are required to create a Teaching Observation Journal that documents and evaluates 30 hours of observed dance teaching. The Teaching Observation Journal should comprise two parts:

1. A dance teaching observation log listing the date, length of class, level, genre, number of students for all classes observed, and a selection of 5 detailed observations which identify the core activities and teaching strategies in the class observed (10%).
2. A 2,000 word written evaluation on the observations completed. The evaluation should identify and discuss strengths and challenges, similarities and differences, and other points of interest in the dance teaching observed in relation to theory and concepts studied as part of the module. Students should also reflect on their current dance teaching skills and/or experience and identify areas for development in their own teaching practice (90%).

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. Undertake a range of dance teaching observations to inform their pedagogical knowledge and practice.</p>	<p>1.1 Ability to organise, complete and document a range of dance teaching observations.</p>
<p>2. Knowledge and understanding of pedagogical principles and learning and teaching strategies.</p>	<p>2.1 Ability to identify and discuss a range of learning and teaching strategies employed in observed dance teaching.</p> <p>2.2 Ability to analyse and evaluate learning and teaching strategies in relation to pedagogical principles and concepts studied as part of the module.</p>
<p>3. Reflect on the relevance of the dance teaching observations to their own development as a dance teacher.</p>	<p>3.1 Ability to reflect on current dance teaching skills and identify areas for development in own pedagogic practice.</p>
<p>4. Develop, express and communicate ideas with coherence and use of supporting sources.</p>	<p>4.1 Ability to develop, express and communicate ideas with coherence and clarity.</p> <p>4.2 Ability to use appropriate sources to support ideas and identify sources through a bibliography in the correct house style.</p>

Module Code and Title	4.2: Business & Career Development		
Credit Value	10	Study Hours/GLH	100/10

Module Description

This module explores current professional practice and the skills that are needed for successful employment within the dance teaching industry. Students examine professional codes of conduct, statutory legal requirements and basic financial planning. Study leads to creation of an Individual Career Development Plan, which enables students to audit their skills and apply their learning to practical career development and planning.

Mode of Assessment

Written (100%)

Assessment Details

Students are required to create an Individual Career Development Plan in which they plan for a specific project relevant to their career development. The plan should include a mission statement, skills audit, consideration of relevant legal and professional requirements, and basic financial planning (1,500 words). The plan should be accompanied by an up-to-date CV and project budget.

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 legal and professional requirements for a career in the dance teaching industry.</p>	<p>1.1 Ability to identify and explain the insurance, safeguarding, and inclusion and access requirements for the dance teaching industry.</p> <p>1.2 Ability to identify and explain additional legal and professional requirements relevant to a specified career development project, such as copyright, consent and ownership.</p>
<p>2. Evaluate current skills to recognise skills and attributes already acquired and identify professional development needs for successful employment within the dance teaching industry.</p>	<p>2.1 Ability to evaluate current skills against a professional code of conduct.</p> <p>2.2 Ability to identify career development needs and how these may be met through the planned project.</p> <p>2.3 Ability to create an impactful CV.</p>
<p>3. Create a viable plan for dance teaching career development.</p>	<p>3.1 Ability to plan a development project that has a clear mission and is viable and realistic.</p> <p>3.2 Understanding of customer base and how to attract the ideal customer.</p> <p>3.3 Ability to develop a basic budget that is fit for purpose.</p>

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.

Module Code and Title	4.3 Safe Dance Teaching Practice		
Credit Value	10	Study Hours/GLH	100/12

Module Description

This module introduces students to the requirements and considerations needed to provide a safe dance environment for learners. Through reflection on observations as part of Module 4.1 Observing Teaching and Learning Strategies and an introduction to new concepts and theory, students examine healthy and safety requirements for studio-based and online teaching and explore key aspects of safe dance practice and acute injury prevention and management.

Mode of Assessment

Written (40%)

Recorded Presentation (60%)

Assessment Details

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

1. Create a health and safety checklist for use in their onsite or online dance teaching practice, or a combination of both. The checklist should cover health and safety statutory requirements, safe dancing environment and safeguarding. (40%)

2. Create a presentation of 8 to 10 minutes (using Microsoft PowerPoint or similar) with embedded videos. The presentation should be in two parts:
 - a) Explain and demonstrate the principles of warm up and cool down as appropriate to a selected genre of dance and identified age group and level of dancers.
 - b) Identify and explain a common acute injury in learners' dance practice. Demonstrate strategies for preventing and managing the acute injury, based on the age and level of learners and the dance genre.

(60%)

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 safe dancing environment, safeguarding and health and safety statutory requirements.</p>	<p>1.1 Ability to identify areas that must be checked to provide a safe dancing environment for all learners.</p> <p>1.2 Ability to identify the required safeguarding policies.</p> <p>1.3 Ability to identify the required health and safety statutory requirements.</p>
<p>2. Basic knowledge, understanding and practice of safe warm up and cool down.</p>	<p>2.1 Ability to explain/demonstrate principles of warm up and cool down appropriate for a selected genre of dance and specific age group and level of learners.</p>
<p>3. Basic knowledge, understanding and application of acute injury prevention and management.</p>	<p>3.1 Ability to identify and explain a selected acute injury issue, using appropriate anatomical language.</p> <p>3.2 Ability to address an acute injury issue with appropriate strategies for injury prevention and management based on the genre of dance and learners' age and level of practice.</p>
<p>4. Develop, express and communicate ideas with coherence and use of supporting sources.</p>	<p>4.1 Ability to develop, express and communicate ideas with coherence and clarity.</p>

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	4.4 Applying Teaching and Learning Strategies in Practice		
Credit Value	20	Study Hours/GLH	200/17

Module Description

This module builds on the observed practical dance teaching in Module 4.1: Observing Teaching and Learning Strategies and the essential safe dance practice skills developed in Module 4.3: Safe Dance Teaching Practice to facilitate practical application in dance teaching. Students' understanding of learning and teaching is extended through exploration of creative teaching approaches and students apply their knowledge and skills in their planning and delivery of a micro-teach session in a dance genre of their choice.

Mode of Assessment

Filmed Practical Teaching (70%)

Written (30%)

Assessment Details

This module is assessed through two tasks:

1. Students are required to plan, deliver and record a 20-minute micro-teach session in a genre of their choice as agreed with the module leader. The micro-teach should have a clear learning objective/s and students should employ learning and teaching strategies appropriate to the age and level of their learners. (70%)
2. Students are required to create a supporting teaching file for their micro-teach that includes a lesson plan (no more than 2 A4 pages) and a reflective evaluation (1,000 words). The evaluation should draw upon sources studied as part of 4.1, 4.3 and 4.4 where appropriate. (30%)

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 basic lesson planning and ability to create/construct class content to meet learning objectives.</p>	<p>1.1 Ability to plan appropriate, inclusive content for the age, level and needs of selected learners.</p> <p>1.2 Ability to plan clear learning objectives and include strategies to achieve a learning objective/s.</p>
<p>2. Deliver an effective micro-teach session, applying selected, appropriate learning and teaching strategies in practice to achieve a learning objective/s.</p>	<p>2.1 Ability to teach class material safely and effectively with clear teaching points, differentiating for learners where appropriate.</p> <p>2.2 Ability to demonstrate class material with accuracy and clarity.</p> <p>2.3 Ability to manage learners in the space safely and appropriately.</p> <p>2.4 Ability to provide appropriate feedback.</p> <p>2.5 Ability to employ creative approaches to enhance learning.</p> <p>2.6 Ability to employ appropriate resources to support learning, including use of the voice.</p>
<p>3. Ability to identify, evaluate and reflect upon strengths and areas for development in their teaching practice.</p>	<p>3.1 Ability to reflect upon and evaluate teaching practice in relation to established learning and teaching concepts.</p>

	3.2 Ability to identify strengths and areas for development in their teaching practice.
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.

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.

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 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

- *Code of Professional Conduct and Practice*. Council for Dance, Drama and Musical Theatre (CDMT), https://cdmt.org.uk/images/RA_SUpporing_Documentation/Code-of-Professional-Conduct-for-Teachers-2017.pdf
- 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>