

TRINITY
COLLEGE LONDON

The Diploma in Dance Teaching and Learning

(Children and Young People)

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About Trinity College London

Trinity College London is a leading international exam board. Conducting over half a million assessments each year in more than 60 countries worldwide, Trinity offers a flexible range of syllabuses to suit a variety of teaching and learning styles.

In Dance, Trinity works with its partners to respond to the needs of the sector. It also offers the Level 5 and Level 6 Diplomas in Professional Dance linked to the Dance and Drama Awards funding scheme, and the ATCL Performing (Contemporary Dance).

For further information on this and other Trinity Dance qualifications please contact dance@trinitycollege.co.uk

About the Dance Training and Accreditation Partnership (DTAP)

DTAP is a major dance sector-led strategic initiative. It brings together a consortium of leading national dance development organisations committed to building capacity and removing barriers to participation in dance, by people of all ages and abilities. DTAP is working to raise standards by co-creating the Diploma in Dance Teaching and Learning, developing a set of nationally recognised professional standards in dance leadership (NOS), undertaking research into a Continuing Professional Development (CPD) Framework for practitioners working in participatory dance, and creating The Dance Register to provide public access to a directory of dance teachers in the UK who are committed to best practice and have passed The Dance Register Minimum Entry Requirements (visit www.thedanceregister.org.uk).

Further information about the partnership can be found at www.dtap.org.uk.

About Youth Dance England (YDE)

YDE is the national organisation that champions and promotes dance for children and young people. It works to ensure that dance is available to all, both in and out of school settings. Through a shared vision with the National Youth Dance Network and other partners, its aims are to increase access, raise standards and improve progression routes. For further information please contact www.yde.org.uk

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Introduction

Welcome to Trinity College London's syllabus for the Diploma in Dance Teaching and Learning (Children and Young People). This syllabus is the culmination of several years' work and collaboration between Trinity College London and the Dance Training and Accreditation Partnership. It has been developed to fill a recognised gap in qualifications for dance teachers working in the non-formal sector and represents a very significant advance in this area.

In attaining this qualification, dance teachers who are working in the non-formal sector with children and young people will have the opportunity to improve and then demonstrate their up-to-date knowledge and understanding of dance teaching.

The qualification can be applied across all genres and contexts of dance teaching for children and young people. The aim is to provide an educative and rewarding experience for all those working across the varied sectors of the dance profession and to ensure that all students, dancers and dance teachers are qualified to teach children and young people.

John Gardyne MA BA(Hons)

Head of Drama & Performance, Trinity College London

Children and young people love to dance and there is a growing need to ensure that they are always provided with fully trained and qualified teachers and leaders. This diploma provides a benchmark for dance artists and practitioners who are already working, or would like to work, with children and young people beyond statutory education. Youth Dance England as part of the Dance Training and Accreditation Partnership (DTAP) is firmly committed to supporting this industry-led qualification for the benefit of children and young people, parents/guardians and employers.

Linda Jasper

Director, Youth Dance England

Introduction to the Diploma

A flexible qualification

The Diploma in Dance Teaching and Learning (Children and Young People) (DDTAL (CYP)) is designed to be flexible to meet the needs of teachers of dance to children and young people at different stages of their careers. It is recognised that there will be many people who might be interested in taking this qualification for whom a training course is not relevant given their previous experience and existing qualifications. Some people may, however, choose to undertake the qualification as part of a continuing professional development (CPD) programme. It is designed to address all these needs.

The Diploma in Dance Teaching and Learning can be undertaken in any dance style from Contemporary to Hip Hop and from Ballet to Bharatanatyam. One candidate might be working with young people studying Bharatanatyam while another specialises in teaching various street dance techniques. Each is expected to show their knowledge of different approaches to dance teaching in relation to their own practice.

Definition of children and young people

Children and young people are defined as between 0 and 19 years, rising to 25 if a young person has special needs.

The Diploma

This is a vocational qualification and consists of four units. In order to pass, candidates must successfully demonstrate their knowledge of the learning outcomes in relation to their own practice and style of dance, or a style of dance that they are interested in. It may be that one candidate focuses mostly on working within the schools sector while another may be working in the youth justice system.

Candidates undertaking the Diploma can register for, pay for and submit assessment for each unit independently. Alternatively they may sign up with a Course Provider. A list of Course Providers can be found on the Trinity website www.trinitycollege.co.uk. On passing a unit the candidate will receive notification of the result along with a transcript which states the name of the unit, the credit value and level. **Candidates who register for the qualification have three years from passing the first unit to complete the remaining units.** On achievement of the whole qualification, candidates receive a certificate and a completed transcript with full details of their qualification.

Overall learning outcomes

This qualification requires you to demonstrate:

- professional competence in dance teaching and learning for children and young people
- the ability to refine and use methods, skills and understanding in teaching and learning practice
- the ability to create high quality, safe and informed teaching and learning practice in a range of formal and informal settings (e.g. community dance, youth dance, after-school clubs, dance projects within curriculum time, youth clubs, youth justice work, sports centres)
- the ability to work autonomously and with professionalism.

Candidates are expected to be reflective practitioners applying theory to practice in teaching and learning contexts.

They must demonstrate:

- knowledge of theory and practice in teaching and learning in dance for children and young people
- high-level practical dance teaching and facilitation of learning in context
- interpersonal communication skills
- reflective and analytical skills
- transferable skills across different specific dance settings.

Frequently asked questions

What level is the Diploma?

Accredited by the Office of Qualifications and Examinations Regulation (Ofqual), the Diploma is placed at Level 6 of the Qualifications and Credit Framework (QCF) and the following level descriptor therefore informs its design and construction:

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgment. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Level 6 is comparable to the assessment standards of the third year of a BA Honours degree. Sports Coaching Awards generally sit at Levels 1-3 on the QCF.

I am an experienced candidate, is independent learning possible?

If you have significant experience and feel you do not need to attend a training course to gather the knowledge and skills, you may register as an independent candidate to be assessed for the whole qualification (or for a single unit) by assessors trained by Trinity College London. Guidance will be available through the network of Registered Centres as well as through Trinity College London.

- For Units 1-3 you will submit materials to Trinity College London for external assessment.
- For Unit 4 you will submit a video of your teaching and go to a Registered Centre where you will be assessed by an examiner who will undertake a viva voce/interview with you.

I am an inexperienced candidate, where can I find assistance?

Depending on your level of prior experience, you can register for entry to the qualification with a Registered Centre or you can undertake the necessary training with a Course Provider.

What is a Registered Centre?

A Registered Centre will enter you for the qualification with Trinity College London and may provide a range of advice and support if you wish to adopt the experiential approach to attaining the qualification. It may guide you in order to ensure that you have presented evidence of attainment that fulfils the learning outcomes. Its relationship with Trinity is to co-ordinate assessments and register candidates. A wide variety of organisations can become Registered Centres, for example dance agencies, universities, vocational dance training institutions, national agencies, awarding bodies, etc. A Registered Centre may also be a Course Provider. A list of Registered Centres can be found on the Trinity College London website www.trinitycollege.co.uk/DDTAL

What is a Course Provider?

A Course Provider will provide training to help you achieve the knowledge and understanding required for the qualification. You may undertake full-time or part-time courses covering all four units, or short courses providing one unit at a time. These courses may be offered by one training provider or by several different ones. You will also need to be registered with Trinity College London either directly or through a Registered Centre to be assessed for the Diploma. Some Course Providers may also be Registered Centres so they will enter you with Trinity. Providers can be found on the Trinity College London website www.trinitycollege.co.uk/DDTAL

How many hours of study will it take?

If you are highly experienced and choosing to register as an independent candidate, you may not need any contact time with a tutor at all.

If your experience is more limited, you may wish to go to one of the providers of guidance or training for this qualification. For details of organisations that provide continuing professional development sessions or full courses please visit the Trinity College London website at www.trinitycollege.co.uk

If you take a course, the taught contact hours that you do will depend on the Course Provider you choose to support your training needs. Contact time could be part of a full-time or part-time course. It might be as much as 90 hours – related to the 90 credits of the qualification. However, there are organisations that provide more or less than this, and how much contact time you need will depend on your prior learning and experience. If you are already knowledgeable as a practitioner, contact time could be as little as 20 hours to guide the completion of the assessment tasks.

Are there any required course materials?

Youth Dance England has published *Dance Teaching and Learning: Shaping Practice* with a view to supporting candidates undertaking the DDTAL qualification. You may wish to refer to this publication during the course of your studies. A brief list of suggested resources to support the course is provided for each individual unit. Trinity will provide you with a more detailed reading list, attached to learning outcomes and units, once you are registered for the course. These are suggestions to help you. Although there are no required core sources, it is important that you read widely. If you choose to take the qualification through a Course Provider or Registered Centre, they may also have their own suggestions.

Are there any other qualifications I need before I do this?

There are no formal prerequisite qualifications. However, it is likely that you will have completed dance training commensurate with a degree-level education in Dance that ensures that dance knowledge, performance and technical skills are at a high level. This does not preclude any candidate with significant experience in dance but no formal qualifications. Professional equivalencies could be drawn from a range of environments, such as community dance settings. You will need access to children and/or young people within a teaching environment in order to complete this qualification. The minimum age for undertaking this qualification is 18. There is no maximum age limit.

The Diploma at a glance

The qualification will give the candidate 90 credits at Level 6 of the Qualifications and Credit Framework.

Reflective Journal

We encourage all candidates to start your Reflective Journal at the beginning of your DDTAL experience. It must be presented to an assessor during the Unit 4 assessment.

Unit 1 – 30 credits

Teaching and Learning in Dance

This unit provides the threshold for the qualification by encouraging you to reflect upon and develop your knowledge and understanding of teaching and learning in dance for children and young people in a range of formal and informal settings, specifically through planning, delivering, management and evaluation.

Unit 2 – 20 credits

Professional Knowledge for Dance Teaching in Formal and Informal Settings

This unit requires you to develop your knowledge and understanding of safe and effective dance principles, legal compliance and the impact that current policy has on practice and structures for dance teaching for children and young people. It requires you to demonstrate understanding of professional conduct and competence in autonomous delivery.

Unit 3 – 10 credits

Critical Reflection on Dance Training

This unit requires you to reflect upon and develop your knowledge and understanding of the theory underpinning the settings and contexts within which dance teaching and learning with children and young people occurs, through reflection on your own practice and observation of others. It will be supported by research into dance teaching within specific settings and will require you to identify good practice and what is expected of you within a particular context.

Unit 4 – 30 credits

Dance Teaching in Practice

This unit requires you to demonstrate professional competence in autonomous delivery in specific contexts, drawing together all learning from the previous three units. **You must have successfully completed Units 1-3 before being assessed for Unit 4.**

Upon registering for this unit you are required to submit evidence of a minimum of 60 hours of autonomous/independent teaching delivery with children and young people and evidence of an up-to-date Disclosure and Barring Service (DBS) check. This is a precondition for registration for the unit.

You must pass Units 1-3 before undertaking Unit 4.
As Unit 1 is considered to be the threshold unit, it is strongly recommended that you complete Unit 1 successfully before undertaking Units 2 and 3.

Assessment at a glance

Unit assessment

Unit 1

Submitted materials:

- work plan
- two questions
- movement sequence analysis.

Unit 2

Submitted materials:

- four questions
- professional portfolio.

Unit 3

Submitted materials:

- written paper or filmed presentation.

Unit 4

Submitted materials:

- three lesson plans
- assessed dance class
- viva voce.

Assessment criteria

The assessment criteria are benchmarked against Level 6 of the Qualifications and Credit Framework and every successful candidate will have successfully achieved these generic criteria in relation to the specific assessment criteria for each unit.

Each unit is assessed in relation to the learning outcomes and their related assessment criteria. At Level 6 of the QCF, assessors will make their judgements against the following criteria:

Discipline-specific knowledge of teaching and learning for children and young people, taking into account:

- breadth and depth of conceptual understanding
- sector knowledge
- complexity of material.

Communication of dance teaching and learning for children and young people, taking into account:

- clarity of presentation and intent
- range of techniques used
- suitability to context/purpose.

Planning and awareness of dance teaching and learning for children and young people, taking into account:

- awareness of setting and context
- analysis and planning
- evaluation and development of sessions and supporting materials, etc.

All units must be passed for successful completion of the Diploma and all of them must be undertaken in the context of teaching dance to children and young people.

Guidance on your Reflective Journal

A Reflective Journal is something that should support you in your practice throughout your career. Trinity recommends that if you are not already doing so, you should start to keep your Reflective Journal the moment you register for the qualification, if not before. A requirement of Unit 4 assessment is that you present your Reflective Journal to the assessor. This is not a marked piece of work, but it provides evidence that you follow best practice in reflecting on your own practice and look towards continual development and improvement in your teaching. It will form part of the discussion with the assessor during the viva voce for Unit 4 and will help to support the dialogue.

Below is some guidance for keeping your Reflective Journal.

Guidance on keeping a Reflective Journal

Learning occurs when we take in information, think about it, make sense of it, and fit it in with what we already know. This may mean changing what we already know, or may confirm our previous knowledge. Learning also requires that we can see how to apply new information and where to apply it. This requires careful consideration before action. Writing about what we do and what we have learnt disciplines us to become more thoughtful, reflective and analytic. Reflection therefore has an important role to play in learning and self-development. Reflection could be described as:

- thinking with a purpose
- being critical, but not negative
- analysing how effective your learning is
- questioning and probing
- making judgments and drawing conclusions.

Keeping a Reflective Journal is a way of reflecting on your experiences as part of your everyday learning. In this way, each experience – whether positive or negative – will contribute to your development and personal growth. It could be said that an experience that is repeated without reflection is just a repetition, which does not help you to learn.

Reflection is therefore complementary to your study and should be used to clarify your thoughts and focus on your development. The Reflective Journal should:

- record your thoughts on any difficulties or challenges you are facing
- help you to think about any strategies that might help you deal with difficult tasks or assignments
- help you to think about how particular events relate to other areas of your experience
- provide:
 - a record of events, and results and reactions to them
 - data on which to base reflective discussion
 - opportunity to challenge yourself and what you do, and to free you to do it differently and better
 - impetus to take action that is informed and planned
 - the means to develop a personal philosophy of teaching
 - an opportunity to view your teaching objectively and not see all problems as personal inadequacy
 - increased confidence through increased insight
 - basic documentation to support future job applications and assessment etc.

It can take any shape – you will find the best means to record your experiences and ideas but some possible ideas are outlined below.

Ideas for getting started on reflective writing:

1. Use an agenda

- What is the current problem or issue? Describe the context
- What additional information would be useful?
- How is it related to other issues?
- Who or what could help?
- What are my assumptions? How can I test them?
- What can I do to create a change? Be as adventurous as you can
- What are the possible outcomes of these?
- What action will I take? Why?
- List the outcomes you hope to achieve
- Reflection on the actual outcome – ‘What worked well?’
- What could I do differently next time?

2. Focus on the experience and think in writing

Take something you have read, or take something that occurred as part of your activities and use the following questions to guide your reflection:

- How does this connect with an aspect of my practice?
- What are the teaching and learning principles that are involved?
- What could I change in relation to this?
- What would happen if I did?

3. Focus on a critical incident that took place in your session

- Describe the incident as objectively as possible
- What are the assumptions that I am operating with?
- Is there another way to see this event?
- How would my students explain this event?
- How do the two explanations compare?
- What could I do differently?

4. Taking stock of my learning

- What is the most important thing I have learnt about student learning?
- What is the most important thing I have learnt about my teaching?
- What is the most important thing I have learnt about my students?
- How can I use my learning to improve student learning in my classes?

And from time to time...

- What has using this journal confirmed that I already know about my students' learning and how I affect that?
- What do I need to do to improve the quality of what I do?
- What might I do instead of what I do now?
- What innovation could I introduce?
- What professional development activities should I be seeking?

The following article provides further information and ideas that you may find useful:

Smith, Mark (1999, 2006, 2013), 'Keeping a learning journal. A guide for educators and social practitioners', *the encyclopaedia of informal education*. <http://infed.org/mobi/writing-and-keeping-journals-a-guide-for-educators-and-social-practitioners>.

The qualification requirements

Unit 1 – Teaching and Learning in Dance

Aims

This unit provides the threshold for the qualification by encouraging you to reflect upon and develop your knowledge and understanding of teaching and learning in dance for children and young people in a range of formal and informal settings, specifically through planning, delivery, management and evaluation.

It is strongly recommended that you complete this unit before undertaking the other units of the qualification. It is also recommended that you begin keeping the Reflective Journal, which must be presented as part of Unit 4, as soon as you start to undertake the qualification.

Preparing for Unit 1

Topics that need to be covered – indicative content

The following is guidance on the topics you will need to cover when preparing to undertake assessment in Unit 1.

1. Planning and Supporting Learning in Dance with Children and Young People

- Learning theories
- Understanding different ways children and young people learn
- Teaching styles and strategies
- Understanding the significance of setting and context
- Session planning to include safe practice such as warm ups and cool downs and creating a safe studio environment
- Researching, negotiating, discussing and agreeing content
- Selecting, adapting and using resources where appropriate to promote learning
- Assessing starting points and prior learning of groups
- Progression – developing and sustaining progression in the learning of individuals within a group as well as the content over a period of time

2. Managing and Evaluating Learning in Dance with Children and Young People

- Understanding the importance of policies and procedures in different settings (e.g. schools, youth centres)
- Management of groups
- Management of self and role – differentiation between role of teacher or visiting tutor/artist
- Interpersonal skills including:
 - Negotiation
 - Communication skills
 - Motivation
 - Presentation skills
 - Flexibility
 - Managing conflict

- Behaviour management: managing time, space, people and resources; setting expectations; links between managing behaviour and teaching; policies and procedures related to specific teaching contexts
- Working with different groups and adapting leadership/facilitation approaches to suit different contexts
- Assessment of progress in different teaching and learning contexts; individuals, groups, sessions, units of work, against intended outcomes, etc.
- Evaluation and monitoring progress in dance teaching and learning contexts

3. Creating, Performing and Appreciating Dance for Children and Young People

- Using specific teaching techniques to generate learning
- Exploring and developing creativity
- A knowledge of dance/movement language
- The ability to analyse and develop dance/movement material
- Structuring and composing dance works
- Managing dance rehearsal and performance in a teaching and learning context
- Generating appreciation of dance

4. Diverse and Inclusive Dance Practice with Children and Young People

- Definitions of and approaches to diversity
- Definitions of and approaches to inclusivity
- Understanding barriers to participation and learning
- Equality of opportunity

How long will it take to prepare for assessment? – Indicative learning hours

The indicative learning hours give an idea of how much time you might take to learn, understand and be able to apply the indicative content above in order to be successfully assessed in this qualification. If you have a good deal of experience as a teacher you might take much less time to prepare to take the assessment – you might have sufficient knowledge through your ongoing practice to be able to have no course guidance at all.

Unit 1 awards 30 credits. This is generally seen to be equal to 300 hours of learning. This could be through previous professional practice and experience. The learning could be acquired specifically for this unit and be broken up into 60 guided learning hours (taught hours) and 240 self-directed hours. It may also be a mixture of these.

Suggested resources for Unit 1:

- Amans D (ed.), 2008. *An Introduction to Community Dance Practice*. Palgrave Macmillan, ch. 16.
- Benjamin, A, 2002. *Making an Entrance: Theory and Practice for Disabled and Non-disabled Dancers*. London: Routledge.
- Gough, M, 1999. *Knowing Dance, A Guide for Creative Teaching*. Dance Books, pp. 52-58.
- Kaufmann, Karen A, 2005. *Inclusive Creative Movement and Dance*. Human Kinetics.
- McFee, G, 2004. *The Concept of Dance Education*. Eastbourne: Pageantry.
- Mumford, A, 1999. *Effective Learning*. Institute of Personnel Development.
- Sanders, L (ed.), 2012, *Dance Teaching and Learning: Shaping Practice*. Youth Dance England.
- Siddal, J, 2010. *Dance in and Beyond Schools: An Essential Guide to Dance Teaching and Learning*. Youth Dance England.
- Smith-Autard, Jacqueline, 2002. *The Art of Dance in Education*. A & C Black.

Journals

Animated (Foundation for Community Dance)

Dance Matters (National Dance Teachers Association)

Dance Gazette (RAD)

Research in Dance Education (Taylor and Francis Journal)

IADMS Newsletter (free to teachers – sign up via the IADMS website).

Learning outcomes

Upon successful completion of this unit you will be able to demonstrate, with reference to children and young people:

1. Knowledge and critical understanding of the principles and approaches to teaching and learning in dance
2. Understanding of the safe and effective planning, delivery and evaluation of teaching and learning in dance
3. Understanding of the management of the learning environment in dance
4. Understanding of inclusive teaching and learning environments
5. Understanding of creative approaches to teaching and learning in dance
6. Knowledge and understanding of dance language and analysis

Being assessed for Unit 1 – guidance on assessment tasks

For Unit 1 you will need to submit three tasks for assessment. The first comprises a teaching work plan, the second is the submission of responses to two questions, and the third is an analysis/description of a movement sequence. Please look closely at the guidance below which describes these in more detail and shows examples of the questions.

Assessment methods

This unit is assessed through submitted materials. You must ensure that all learning outcomes and associated assessment criteria are addressed in the breadth of material presented.

Candidates must ensure that all learning outcomes and associated assessment criteria, described fully on pages 18 and 19, are addressed in both the breadth and depth of material presented. There are three components for assessment in Unit 1. The weighting of these is:

Task 1 – 20%

Task 2 – 40%

Task 3 – 40%

Please note:

You must pass all tasks in order to pass the unit. In Task 2, where there is more than one part to a task, candidates must pass each essay question/filmed response in order to pass the task.

Example assessment tasks

The following are sample questions for each topic. The actual questions will be sent to you when you register for the unit. The following are **not** the questions you should answer.

Example Task 1 (20%)

You will design a dance teaching work plan. This must include: movement and general aims; learning outcomes; dance content; an indication of how learners/learning will be assessed; and how you will evaluate your planning and delivery. The setting for the work plan may be a school, youth group, intensive course, after-school group or similar. This should be, or be the equivalent of, six sessions. Each session could be between 30 minutes to 1.5 hours in length depending on the context and age range of the participants. This must be a significant planned piece of work and could be a real or planned programme depending on the level of your experience. However, it must demonstrate your ability to plan the development of teaching over time with one group.

- Your **work plan** must cover the development of one programme and should be in a clear and useable format.
- It must sequence the content logically and include details of the setting and context, subject, level, number of learners, duration of lessons and details of learner groups (for example, gender, special needs, prior learning).
- It must have clearly articulated teaching and learning strategies and be tailored to the needs of the topic and the learners.
- It must have clearly defined, realistic learning outcomes that are linked to the aims.
- It must identify assessment and evaluation methods clearly and enable you as the teacher to monitor whether learning outcomes are being achieved.

Example Task 2 (40%)

With reference to the work plan, you will submit two responses: one from the topics listed under A and one from the topics listed under B. These can be submitted as either two written responses of 750 words each, or as a five-minute filmed presentation on each question.

The five topics are: **A:** Assessment; Evaluation; **B:** Differentiation; Teaching Styles and Strategies; and Learning Styles.

Assessment

What methods of assessment do you intend to use in your work plan? Explain why you have selected these to evaluate the learning and progression of your participants in either one session or over the whole programme.

Evaluation

Explain how you will evaluate your planning and delivery in either one session or over the whole programme.

Differentiation

The level and range of ability of participants is a key consideration when developing a work plan. How have you taken account of this in your planning?

Teaching Styles and Strategies

With reference to your work plan, explain your rationale for choosing particular teaching styles and strategies.

Learning Styles

Give three examples from your work plan where you have selected and adapted resources and/or material to address different learning styles.

Example Task 3 (40%)

Describe and analyse the development of some of the dance/movement material (either a technical sequence or a creative task) in one session from the work plan. Either submit a written response (1,500 words), or a nine-minute filmed lecture demonstration.

What criteria am I being assessed against?

On successful completion of this unit, with specific reference to children and young people and the content and learning outcomes above, you will be able to:

1. Demonstrate knowledge and critical understanding of principles of teaching and learning in dance

- 1.1 Understand key principles and perspectives of planning and delivery
- 1.2 Understand key principles and perspectives of management and evaluation of learning
- 1.3 Critically analyse key principles and explain their application in context

2. Demonstrate understanding of the safe and effective planning, delivery and evaluation of teaching and learning in dance

- 2.1 Set clear aims and objectives for lesson planning and design evaluation methods for programmes of learning
- 2.2 Plan safe and appropriate programmes of teaching and learning
- 2.3 Plan long-term progression and evaluate teaching and learning strategies and the success of planned sessions in meeting the needs of individual learners
- 2.4 Adopt appropriate teaching strategies and assessment methods to generate learning
- 2.5 Justify record keeping in relation to assessment and evaluation
- 2.6 Select and use appropriate resources to generate and support teaching and learning
- 2.7 Understand the need to address the cognitive development of children and young people

3. Demonstrate understanding of the management of the learning environment in dance

- 3.1 Understand the importance of interpersonal skills in the management of learning
- 3.2 Understand barriers to learning and demonstrate the ability to propose strategies to overcome these
- 3.3 Understand the need to adapt teaching and learning styles to manage different learning contexts and settings
- 3.4 Understand methods of managing behaviour within teaching and learning contexts

4. Demonstrate the knowledge of understanding of inclusive dance teaching and learning environments

- 4.1 Respond to the different individual needs of children and young people
- 4.2 Understand the need to assess groups and individuals to promote inclusive practice
- 4.3 Select/adapt a range of resources to promote inclusive dance teaching and learning

5. Demonstrate an awareness of creative approaches to teaching and learning in dance

- 5.1 Apply creative approaches to dance teaching and learning
- 5.2 Understand the role of music and other art forms in supporting the delivery of dance teaching and learning
- 5.3 Initiate, encourage and shape creative responses within dance teaching and including the development of compositional skill

6. Demonstrate knowledge and understanding of dance language and analysis

- 6.1 Describe dance using dance/movement language and terminology
- 6.2 Understand a dance/movement phrase through analysis and apply that understanding to the teaching
- 6.3 Develop and progress movement material through analytical understanding

Grade descriptors for Unit 1:

The following table shows how the assessors make marking judgments against the criteria above. Assessors also refer to the table on page 33 of this document. The table below shows the ways in which you will need to communicate your knowledge and understanding of the assessment criteria when answering the assessment tasks for this unit.

Grade	Descriptor
Distinction	You will demonstrate an authoritative and engaging knowledge and understanding of learning and teaching dance for children and young people in a range of formal and informal settings, specifically through planning and delivery and management and evaluation.
Merit	You will demonstrate a very good, clear and confident knowledge and understanding of learning and teaching dance for children and young people in a range of formal and informal settings, specifically through planning and delivery and management and evaluation.
Pass	You will demonstrate an assured knowledge and understanding of learning and teaching dance for children and young people in a range of formal and informal settings, specifically through planning and delivery and management and evaluation.
Fail	You will demonstrate limited knowledge and understanding of learning and teaching dance for children and young people in a range of formal and informal settings, specifically through planning and delivery and management and evaluation.

For candidates:

Have you started your Reflective Journal yet? Which issues have caught your attention in Unit 1?

Unit 2 – Professional Knowledge of Dance Teaching

Aims

This unit requires you to develop your knowledge and understanding of safe and effective dance principles, legal compliance and the impact that current policy has on practice and structures for dance teaching for children and young people. It requires you to demonstrate understanding of professional conduct and competence in autonomous delivery. Successful completion of Unit 2 will give you 20 credits at Level 6 of the Qualifications and Credit Framework (QCF).

Preparing for Unit 2

Topics that need to be covered – Indicative content

The following is guidance as to the areas that someone preparing to undertake assessment in this area will need to cover.

1. Strategy Context: Formal and Informal Education

- Government and Sectoral Policy and Strategy
- Statutory requirements
- Dance in:
 - Schools
 - Arts and Culture sectors
 - Youth sector
 - Health sector
 - Sports sector
 - Youth Justice sector

2. Legal Compliance and Policies

- Equal opportunities policy
- Health and safety
- Safeguarding children and young people
- Requirements for the dance teacher – Disclosure and Barring Service (DBS) checks etc.
- Duty of care
- Data protection
- Insurance

3. Knowledge of Safe and Effective Dance Principles relating to Children and Young People

- Basic child development (i.e. physical, psychological, emotional etc.)
- Basic anatomical principles
- Principles of recovery, overwork and fatigue
- Nutrition and hydration
- Safe practice as a participant
- Warm up and cool down
- Risk assessment
- Creating a safe studio environment

- Injury prevention and management
- Protocols – dress, behaviour, safeguarding children and young people and self
- Working safely linked to task setting, creative work, progression, etc.

4. Professional Conduct and Competence

Self-Management to include:

- Care of self – maintaining safe/healthy practice and skills development
- Continuing professional development
- Pitching for work
- Codes of practice
- Contracts and agreements
- Delivering to contracts
- Managing your 'business'

Partnership working to include:

- Project management and roles
- Roles, responsibilities
- Setting objectives
- Negotiation

How long will it take me to prepare for assessment? – Indicative learning hours

The indicative learning hours give an idea of how much time you might take to learn, understand and be able to apply the indicative content above in order to be successfully assessed in this unit.

If you have a good deal of experience as a teacher you might take much less time to prepare to take the assessment – you might have sufficient knowledge through your ongoing practice to be able to have no course guidance at all.

Unit 2 awards 20 credits. This is generally seen to be equal to 200 hours of learning. This could be through previous professional practice and experience. The learning could be acquired specifically for this unit and be broken up into 40 guided learning hours (taught hours) and 160 self-directed hours. It may also be a mixture of the above.

Suggested resources

Amans D (ed.), 2008. *An Introduction to Community Dance Practice*. Palgrave Macmillan, pp. 128-142.

Bedell S (ed.), 2007. *Turning the Tide – Designing and Managing a Participatory Arts Regeneration Project*. Momentum Arts. www.momentumarts.org.uk.

Blakey, P, 1992. *The Muscle Book*. Stafford: Bibliotek Books Ltd.

Buckroyd, J, 2000. *The Student Dancer*, Dance Books.

Dyke, S, 1999. *The Dancer's Survival Guide*. Dance UK; FCD; Place Dance Services.

Hadley, J (ed.), 2005. *Keeping Arts Safe. Protection of Children, Young People and Vulnerable Adults Involved in Arts Activities*. London. Arts Council England (free to download at www.artscouncil.org.uk/publications).

Mastin, Zerlina, 2009. *Nutrition for the Dancer*. Alton: Dance Books.

Sanders, L (ed.), 2012, *Dance Teaching and Learning: Shaping Practice*. Youth Dance England.

Solomon J and Cerny Minton S, 2005. *Preventing Dance Injuries* (2nd edition). Human Kinetics.

www.iadms.org
www.communitydance.org.uk
www.yde.org.uk
www.teachernet.gov.uk
www.nspcc.org.uk
www.youthnetni.org.uk
www.hse.gov.uk
www.communities.gov.uk/localgovernment

Learning outcomes

Upon successful completion of this unit you will be able to demonstrate when working with children and young people:

1. Knowledge of dance teaching and learning strategy, policy, practice and structures
2. Knowledge and understanding of safe and effective teaching and learning in dance
3. Knowledge and understanding of legal compliance and policy issues affecting teaching and learning in dance
4. Knowledge and understanding of professional conduct in dance teaching and learning contexts

Being assessed for Unit 2 – guidance on assessment tasks

For Unit 2 you will need to submit two tasks for assessment. The first comprises answering four questions on different areas addressed in the learning outcomes. The second task is to submit a professional portfolio. Please look closely at the guidance below which describes these in more detail, and shows examples of the questions.

Assessment methods

This unit will be assessed through submitted materials. You must ensure that all learning outcomes and associated assessment criteria are addressed in the breadth of material presented.

The weighting of the tasks is:

Task 1 – 80%

Task 2 – 20%

In order to pass the unit, you must achieve a pass overall (50% or above) and must pass the essay question/filmed response on safe and effective practice and legal compliance.

You must ensure that you address all learning outcomes and associated assessment criteria in both the breadth and depth of material presented.

The questions outlined below are an example of possible questions that you may be asked. You will be given the questions when you register for the unit.

Example assessment tasks

The following are sample questions for each topic. The actual questions will be sent to you when you register for the unit. The following are **not** the questions you should answer.

Example Task 1 (80%)

Four set questions. These address learning outcomes 1 and 2 and their relevant assessment criteria.

You must answer **one** question from **each** of A, B, C and D. You may do so either in written form (750 words for A and B and 1,000 words for C and D) or as a filmed presentation (four minutes for A and B and six minutes for C and D).

A: Safe and Effective Dance Practice

In your own practice, explain why you consider it necessary to include a warm up and cool down in your sessions and illustrate with examples from your own practice.

B: Legal Compliance

When setting up a youth group what are the legal requirements that you need to adhere to?

C: Strategy and Policy in Relation to Practice

Give an example of a regional or national strategy or policy that has informed your practice or influenced the way you work and critically review its usefulness.

D: Professional Practice

Write a pitch for work that includes a position statement, equal opportunities statement and outlines the aims and objectives of the proposal.

Example Task 2 (20%)

You must submit a portfolio of evidence to demonstrate that you are able to meet the appropriate learning outcomes. The portfolio must be presented to a professional standard, it must be word processed and must contain:

- Your CV (no more than two sides of A4 paper)
- Your CPD Plan (with some rationale for your choice and on no more than two sides of A4 paper)

AND

The first page of examples of the following documents, clearly showing the name of the institution to which the documents relate:

- An example of an insurance policy that you would use for your insurance
- An example of a child protection policy that would be relevant to your work
- An extract from a completed risk assessment form for a session that you have undertaken or might undertake (no more than one side of A4)

AND

- The first two or three pages of a health and safety policy for an organisation for which you might be working or for your own dance business. (The submitted pages should clearly show the name of the institution covered by the policy and an indication of its contents.)

What criteria am I being assessed against?

On successful completion of this unit you can, with specific reference to children and young people and the content and learning outcomes above:

1. Demonstrate knowledge of dance teaching and learning strategy, policy, practice and structures

- 1.1 Understand and engage with current national policy provision for dance in both formal and informal sectors
- 1.2 Describe and analyse the policy context within which dance teaching occurs
- 1.3 Critically analyse current thinking about teaching and learning in dance

2. Demonstrate knowledge and understanding of safe and effective teaching and learning in dance

- 2.1 Understand basic anatomical principles relevant to dance technique and to children and young people
- 2.2 Demonstrate the principles underpinning safe dance practice, e.g. warm up and cool down
- 2.3 Understand nutrition and hydration issues relevant to dance
- 2.4 Understand the complexity of dance injuries
- 2.5 Understand the physical, cognitive and emotional development of children and young people
- 2.6 Carry out risk assessment and manage the studio environment safely
- 2.7 Develop strategies for accident prevention and incident management

3. Demonstrate knowledge and understanding of legal compliance issues affecting teaching and learning in dance

- 3.1 Outline key legal requirements of health and safety
- 3.2 Outline the key legal requirements relating to duty of care
- 3.3 Identify key aspects of current legislation and codes of practice within the dance-teaching context
- 3.4 Understand the implications of data protection issues in record keeping
- 3.5 Understand the importance of adhering to professional practice in legal context (Disclosure and Barring Service checks, insurance, etc.)

4. Demonstrate knowledge and understanding of professional conduct within dance teaching and learning contexts

- 4.1 Understand principles of self-management
- 4.2 Develop and manage projects and establish effective partnerships
- 4.3 Initiate, plan, manage and deliver alone, in partnership or as part of a team
- 4.4 Understand the need for ongoing CPD to support improvement of professional skills and keep updated with best practice
- 4.5 Understand codes of conduct and ethical practice
- 4.6 Understand how to position oneself in relation to employers and to present oneself in a professional manner in order to secure work

Grade descriptors for Unit 2:

The following table shows how the assessors make marking judgments against the criteria above. Assessors also refer to the table on page 33 of this document. The table below shows the ways in which you will need to communicate your knowledge and understanding of the assessment criteria when answering the assessment tasks for this unit.

Grade	Descriptor
Distinction	You will demonstrate an authoritative and engaging knowledge and understanding of safe and effective dance principles, legal compliance, and how current policy impacts on the practice and structure of dance teaching to children and young people. In addition you will demonstrate an authoritative and engaging knowledge and understanding of professional conduct and competence.
Merit	You will demonstrate a very good, clear and confident knowledge and understanding of safe and effective dance principles, legal compliance, and how current policy impacts on the practice and structure of dance teaching to children and young people. In addition you will demonstrate a very good, clear and confident knowledge and understanding of professional conduct and competence.
Pass	You will demonstrate an assured knowledge and understanding of safe and effective dance principles, legal compliance, and how current policy impacts on the practice and structure of dance teaching to children and young people. In addition you will demonstrate an assured knowledge and understanding of professional conduct and competence.
Fail	You will demonstrate limited knowledge and understanding of safe and effective dance principles, legal compliance, and how current policy impacts on the practice and structure of dance teaching to children and young people. In addition you will demonstrate limited knowledge and understanding of professional conduct and competence.

For candidates:

How is your Reflective Journal progressing? What has caught your attention from Unit 2?

Unit 3 – Critical Reflection on Dance Teaching

Aims

This unit requires you to reflect upon and develop your knowledge and understanding of the theory underpinning the settings and contexts within which dance teaching and learning with children and young people occur through reflection on your own practice and observation of others. It will be supported by research into dance teaching within specific settings and will require you to identify good practice and what is expected of you within a particular context. Successful completion of this unit will give you 10 credits at Level 6 of the QCF.

Preparing for Unit 3

Topics that need to be covered – indicative content

The following is guidance as to the areas that someone preparing to undertake assessment in this area will need to cover.

1. The role of observation in improving dance teaching and learning

- Identifying and analysing effective and ineffective teaching and learning
- Peer observation – purpose, benefits and processes
- Observational research techniques and note taking

2. Reflective practice and action learning approaches

- Analysing practice through observation of others' teaching and learning strategies and the development of a language for articulating and discussing day-to-day teaching practice

How long will it take me to prepare for the assessment – indicative learning hours

The indicative learning hours give an idea of how much time you might take to learn, understand and be able to apply the indicative content above in order to be successfully assessed in this unit.

If you have a good deal of experience as a teacher you might take much less time to prepare to take the assessment – you might have sufficient knowledge through your ongoing practice to be able to need no course guidance at all.

Unit 3 awards 10 credits. This is usually 100 hours of learning. This could be through previous professional practice and experience. The learning could be acquired specifically for this unit and be broken up into 20 guided learning hours and 80 self-directed hours. It may also be a mixture of the above.

Suggested resources

- Akroyd, S, 2000. *Perspectives on Continuing Good Practice*: Ipswich: Dance East.
- Amans D (ed.), 2008. *An Introduction to Community Dance Practice*, Palgrave Macmillan, ch. 16.
- Brinson, P, 1991. *Dance as Education: Towards a national dance culture*. London: Falmer Press.
- Sanders, L (ed.), 2012. *Dance Teaching and Learning: Shaping Practice*: Youth Dance England.
- Willis, P, 1990. *Moving Culture*. London: Calouste Gulbenkian Foundation.
- www.ndta.org.uk

Learning outcomes

Upon successful completion of this unit you will be able to demonstrate in relation to working with children and young people:

1. An applied and reflective grasp of theoretical approaches to teaching and learning in chosen dance settings
2. Awareness of good practice within specific chosen dance contexts

Being assessed for Unit 3 – guidance on assessment tasks

For Unit 3 you will need to submit one task for assessment. This comprises a written paper – or filmed presentation – that addresses the learning outcomes for the unit. Please look closely at the guidance below that describes the assessment in more detail.

Assessment methods

This unit will be assessed through submitted materials. You must ensure that all learning outcomes and associated assessment criteria are addressed in the breadth of material presented.

There is one task attached to this unit that is weighted 100%.

You must ensure that you address all learning outcomes and associated assessment criteria in the breadth and depth of material presented.

Example task

The following is a sample question. The actual questions will be sent to you when you register for the unit. The following is **not** a question you should answer.

You may submit a written paper of 2,000 words or a 12-minute filmed presentation.

With reference to your own dance teaching and the teaching observation of other practitioners in at least two different settings, what do you consider to be ‘best practice’ in dance teaching and learning?

The paper must:

- be well organised and presented
- be word processed
- have a logical and coherent structure
- be fully referenced with clear citations of your sources
- demonstrate a clear grasp of the theoretical context
- contain analysis of observations carried out in two settings
- demonstrate your ability to draw clear conclusions about what constitutes good practice, identifying synergies between aspects of theory, your own practice and the observed practice of others.

What criteria am I being assessed against?

Each learning outcome described above has several assessment criteria attached. These show you what the assessors will expect you to demonstrate in your assessment tasks.

On successful completion of this unit the candidate can, with reference to children and young people and the content and learning outcomes above:

1. Demonstrate an applied and reflective grasp of theoretical approaches to teaching and learning in chosen dance settings and contexts

- 1.1 Identify, analyse and describe theoretical approaches to dance teaching and learning practice
- 1.2 Carry out a review of relevant literature and select key texts to support arguments

The qualification requirements: Unit 3 – Critical Reflection on Dance Teaching

2. Demonstrate awareness of good practice within specific chosen dance contexts

- 2.1 Observe, analyse and evaluate practice within at least two different dance settings (e.g. a school, youth group setting, young offender group)
- 2.2 Synthesise practice and define key elements of 'good' dance practice with reference to setting
- 2.3 Evaluate and outline expectations of the dance teacher in chosen dance context with reference to setting
- 2.4 Evaluate own strengths and weaknesses in relation to chosen contexts with reference to setting
- 2.5 Evaluate own and others' practice in chosen contexts with reference to setting

Grade descriptors for Unit 3

The following table shows how the assessors make marking judgments against the criteria above. Assessors also refer to the table on page 33 of this document. The table below shows the ways in which you will need to communicate your knowledge and understanding of the assessment criteria when answering the assessment tasks for this unit.

Grade	Descriptor
Distinction	You will demonstrate an authoritative and engaging knowledge and understanding of the theory underpinning the settings and contexts within which dance learning and teaching with children and young people occurs, through reflection of own practice and observation of others.
Merit	You will demonstrate a very good, clear and confident knowledge and understanding of the theory underpinning the settings and contexts within which dance learning and teaching with children and young people occurs, through reflection of own practice and observation of others.
Pass	You will demonstrate an assured knowledge and understanding of the theory underpinning the settings and contexts within which dance learning and teaching with children and young people occurs, through reflection of own practice and observation of others.
Fail	You will demonstrate limited knowledge and understanding of the theory underpinning the settings and contexts within which dance learning and teaching with children and young people occurs, through reflection of own practice and observation of others.

For candidates:

**What issues from Unit 3 have you included in your Reflective Journal?
Remember to complete your Reflective Journal for Unit 4.**

Unit 4 – Dance Teaching in Practice

Aims

This unit requires you to demonstrate professional competence in autonomous delivery in specific contexts, drawing together all learning from the previous three units. You must have successfully completed Units 1-3 before being assessed for Unit 4. Successful completion of this unit will give you 30 credits at Level 6 of the QCF.

Preparing for this unit – Indicative content

Upon registering for this unit you are required to submit evidence of a minimum of 60 hours of autonomous/independent teaching delivery with children and young people and evidence of an up-to-date Disclosure and Barring Service (DBS) check. This is a precondition for registration for the unit.

Indicative learning hours

The indicative learning hours give an idea of how much time you might take to learn, understand and be able to apply the indicative content above in order to be successfully assessed in this unit. If you have a good deal of experience as a teacher you might take much less time to prepare to take the assessment – you might have sufficient knowledge through your ongoing practice to be able to have no guidance at all.

Unit 4 awards 30 credits. This is usually considered to be equal to 300 hours of learning. This could be acquired through previous professional practice and experience. The learning may be acquired specifically for this unit and might be broken up into 20 guided learning hours and 280 self-directed hours. It may also be a mixture of the above.

The self-directed learning in this unit should incorporate a minimum of 60 hours of evidenced teaching practice.

Suggested resources

For Unit 4 all previously listed resources are relevant.

Learning outcomes

Upon successful completion of this unit you will be able to demonstrate with children and young people:

1. Effective practical teaching and learning skills within a selected dance context
2. Strong and flexible interpersonal communication skills
3. Awareness of the importance of and the ability to transfer skills across dance contexts

Being assessed for Unit 4 – guidance on assessment

For Unit 4 you will submit a video of you teaching a dance class to participants who fall within the definition of children and young people. Please look closely at the guidance below which describes the assessment in more detail.

Assessment methods

This unit will be assessed through assessor observation and viva voce.

The weighting of the tasks is:

Task 1 – 60%

Task 2 – 10%

Task 3 – 30%

This unit will be assessed through assessor observation and viva voce. You must ensure that you address all learning outcomes and associated assessment criteria in the breadth and depth of material presented.

Please note:

You must pass all tasks in order to pass the unit. For guidance on keeping the Reflective Journal please see the beginning of this document.

Tasks 1 and 2 focus on learning outcomes 1 and 2. Task 3 will focus on all three learning outcomes but with a specific focus on learning outcome 3.

Task 1 (60%)

Teaching practice: You will submit a video of yourself teaching a dance class of your choice involving between 10 to 20 children or young people (minimum 40 minutes – maximum 60 minutes).

The session must be part of a programme of sustained work. Evidence of this must be provided to contextualise the session within the progressive and planned programme of work that you are delivering.

If your usual role is teaching one-off workshops please discuss this with Trinity when negotiating the date of the observation. You should provide evidence that you are able to plan a progressive programme of work as outlined below.

You should refer to the Additional Unit 4 guidance for candidates on pages 38-40 of this document for further information about how to film your session and submit it for assessment.

Task 2 (10%)

Lesson plans: these will be submitted for assessment at the time that you submit your video of the practical teaching session. They must include:

- The lesson plan for the class that has been filmed
- The lesson plan for an imagined or real preceding class
- The lesson plan for an imagined or real follow-up class

Your three lesson plans are expected to show development of material over the three sessions, and they should be of an appropriate length for the students.

Task 3 (30%)

Viva voce: (an interview lasting 20 minutes)

You will give the assessor your Reflective Journal of professional practice at least 45 minutes before the viva voce. The Reflective Journal should include reflections on your personal development and professional practice, as outlined in the guidance.

The viva voce will cover three main areas:

- Reflections on the observed class with reference to the preceding and follow-up lesson plans

- Teaching in different contexts
- The ways in which keeping a Reflective Journal has helped the development of your professional practice, including, for example, your future CPD and career plans

For guidance on the expected depth of response for the viva voce component please see page 40 of this document.

What criteria am I being assessed against? – Assessment criteria

Each learning outcome described on page 29 has several assessment criteria attached. These show you what the assessors will expect you to demonstrate in your assessment tasks.

On successful completion of this unit the candidate can, with reference to children and young people and the content and learning outcomes above:

1. Demonstrate effective practical teaching and learning skills within selected dance contexts

- 1.1 Adjust content to context
- 1.2 Select appropriate material in relation to skills development and progression in order to facilitate development
- 1.3 Plan, deliver and manage dance learning effectively and safely
- 1.4 Apply different learning and teaching styles in response to the needs of the individuals and the group
- 1.5 Evidence the relevance of the session within a planned programme of work
- 1.6 Work in an inclusive way that addresses the needs of all members of the group

2. Demonstrate strong and flexible interpersonal communication skills

- 2.1 Communicate effectively with groups of dance learners
- 2.2 Adapt appropriateness of communication styles within different contexts

3. Demonstrate an awareness of the importance and ability to transfer skills across dance contexts

- 3.1 Articulate the different requirements of dance in a range of dance contexts
- 3.2 Recognise the need to adapt approaches according to the requirements of different dance settings
- 3.3 Evidence understanding of own capacity as a practitioner
- 3.4 Assess the levels of own competence in dance technique and how this supports or detracts from the ability to teach effectively
- 3.5 Match own skills to context
- 3.6 Define personal philosophy of dance education
- 3.7 Define the boundaries of own role in different situations

Grade descriptors for Unit 4

The following table shows how the assessors make marking judgments against the criteria above. Assessors also refer to the table on page 33 of this document. The table below shows the ways in which you will need to communicate your knowledge and understanding of the assessment criteria when answering the assessment tasks for this unit.

Grade	Descriptor
Distinction	You will demonstrate an authoritative and engaging knowledge and understanding of autonomous dance learning and teaching with children and young people in specific contexts.
Merit	You will demonstrate a very good, clear and confident knowledge and understanding of autonomous dance learning and teaching with children and young people in specific contexts.
Pass	You will demonstrate an assured knowledge and understanding of autonomous dance learning and teaching with children and young people in specific contexts.
Fail	You will demonstrate limited knowledge and understanding of autonomous dance learning and teaching with children and young people in specific contexts.

Overall assessment level descriptors

The following tables show how Trinity assessors mark your work in relation to each unit's assessment criteria. The criteria below will all be applied to the specific assessment outcomes for Units 1-4 of the Diploma. In order to attain a Merit or Distinction, you will need to satisfy the attainment descriptors/grading guidelines for both Pass and Merit/Distinction.

Distinction 75% +	Merit 65-74%	Pass 50-64%	Fail 49% and below
Discipline-specific Knowledge			
An authoritative and engaging demonstration of the concepts and methodologies, with extensive underpinning professional knowledge of the subject.	A very good, clear and confident demonstration of the concepts and methodologies, informed by very good professional understanding of the subject.	An assured demonstration of concepts and methodologies, informed by good understanding of the subject.	Limited demonstration of the necessary skills, knowledge and understanding.
Communication			
A range of authoritative and engaging communication skills with creative approaches to presenting material in dynamic and critical situations.	Some breadth and authority in communication skills, demonstrating very good creative approaches to presenting material.	Confident, effective and assured communication skills, demonstrating a good grasp of context, intention, participant needs and expectations.	Communication intention not clear or well executed.
Planning and Awareness			
Demonstration of authoritative knowledge and full responsibility for own role and how it relates to students' needs. Ability to develop engaging materials and design appropriate responses to suit various situations. This is informed by thorough research and preparation.	Demonstration of very good level of knowledge and responsibility for own role and how it relates to student needs. Ability to design a range of responses to various situations with very good planning and ability to adapt material to suit different purposes.	Clear awareness of needs in relation to various styles, and teaching environments, anchored in competent planning with some good adaptation of materials to suit.	Weak demonstration of planning, limited understanding of contextual awareness and needs of participants.

Please note:

1. You must pass all units to achieve the qualification.
2. You will be awarded a Distinction for the overall qualification if you achieve Distinction in Unit 4 **AND** gain Distinction across the weighted marks in Units 1-4 (Weighting: Unit 1: 25%, Unit 2: 20%, Unit 3: 15%, Unit 4: 40%).
3. Candidates achieving a combined weighted score of over 65 across all four units may be awarded a Merit overall for the qualification **whether or not** they obtain a Merit in Unit 4.

Please note that you will not acquire extra credits for gaining a Merit or Distinction.

Guidance for candidates

The four units of study and the required assessment tasks are outlined earlier in this document. The following guidance is intended for teachers of children and young people who are undertaking this qualification. If you are taking the qualification through a Course Provider and register with a Registered Centre for the qualification, the Registered Centre will guide you through the process of registration and certification. If you register directly with Trinity College London you must adhere to the guidance below.

If you have not already done so, it will be helpful to read the frequently asked questions on pages 6-7 at the beginning of this document prior to registration.

Information on registering for the qualification and submitting your work for assessment

Where can I find out about the exam fees?

Exam fees are printed on a separate fee sheet that accompanies the entry form. If the fee sheet is missing, a copy can be obtained from Trinity's London office. Exam fees will not be refunded once you have been accepted for the qualification.

How can I register for the qualification?

If you are registering through a Registered Centre, it will give you all the appropriate guidance for registering through it – and it will take care of all the registration details etc.

If you are entering as an independent candidate with Trinity College London you will need to complete the entry form for the Diploma in Dance Teaching and Learning (Children and Young People). This can be downloaded from the Trinity website www.trinitycollege.co.uk/DDTAL, or email dance@trinitycollege.co.uk

Please read carefully any instructions accompanying the entry form, particularly in relation to the required documentary evidence or prerequisites. Complete the entry form in block capitals and then sign it. The fees must be written in the space provided. Do not fax registration forms under any circumstances. If you are undertaking the qualification through a Course Provider, the organisation will assist you with this process.

The name you put on the entry form will be that printed on your certificate. You will not be registered for the Diploma until payment has been made.

What happens then?

On receipt of the entry form and the exam fee, Trinity College London will register you for the Diploma. You will then be sent your own unique candidate number, and relevant candidate information as well as the question lists for the unit(s) you have registered for. You must complete the Diploma within three years of passing the first submitted unit of the qualification.

Please note: Questions are rewritten annually.

How will I submit work if I am entering through a Registered Centre?

If you are registered with a Registered Centre, it will negotiate agreed times with Trinity and let you know when it will need your work to be submitted. You do not need to contact Trinity at all.

How will I submit work if I am an independent candidate?

If you are an independent candidate, you will submit your work to Trinity College London after you have registered with it and gained your unique candidate number and relevant information.

You can submit your assessments either by sending hard copies or by emailing them to Trinity

College London. Up-to-date information on how and where to submit materials can be found on the Trinity website www.trinitycollege.co.uk/DDTAL. It is also sent to candidates when they register for the qualification. Candidates who submit their work through email must be aware that Trinity College London cannot be responsible for ensuring that an e-submission is received. Trinity will send an email acknowledgment of any e-submissions if requested by the candidate. Trinity recommends that any candidate who submits their work through email also sends a hard copy through the post.

Trinity also provides important dates and other information on its website.

How do I present my work?

Written materials

When submitting written materials for submissions, you must include a signed declaration form stating that it is your own original work, with a supporting signature from a teacher, employer or fellow dance practitioner. This declaration form will be supplied by Trinity College London.

You must fill out the front sheet that Trinity College London sends to you clearly, and attach it to the front of your answers. You must ensure that your name, candidate number and the question being answered are written on every page of your answers. DVDs must be clearly marked with the name of the qualification, the unit number and the name and candidate number of the candidate.

Work should be typed or word processed in double spacing with wide margins. You are strongly advised to use word-processing facilities.

In your submission you are not only expressing and clarifying your own thinking but also contributing to the thinking of the reader. Unnecessary jargon and long sentences should be avoided so that the concepts are presented clearly and precisely. Use quotation succinctly. Your work will evidence the use of sources but these should support your own thinking and application in practice rather than stand in place of it.

DVD presentation

When submitting a DVD presentation in place of a written submission, consider how you might best present your work to the camera. For example, you may wish to film a PowerPoint presentation where you expand upon the points on the slides by speaking directly to the camera. Or you may wish to speak to camera and illustrate some of your answer through practical demonstration and/or by including excerpts from your class. Avoid reading out a previously written or scripted answer to the camera.

If submitting a DVD presentation, ensure that your disc can be read on normal DVD equipment. Ensure that the audio aspect is clear and that you can be heard throughout. Speak clearly and do not rush. Keep a master recording in case of problems. Please contact Trinity College London to discuss recording formats if you are concerned that you may have software that is rare or that the assessors may have difficulty in accessing. Trinity College London accepts no responsibility if your disc cannot be read by the assessors.

How do I reference my sources?

In text, citations need only the name of the author, date of publication and the page number of the actual quotation. A bibliography should also be included at the end of written submitted materials. If you choose to present the assessment through recorded materials, you will also need to include your bibliography at the end of the presentation. All primary and secondary sources must be acknowledged in line with standard academic practice. This should be in alphabetical order of the author's surname. In the case of books, give the date of publication, the title (underlined or in italics), the place of publication and the name of the publisher; for journal articles, the title of the article is placed within quotation marks, the name of the journal is in italics, and the page numbers of the whole article must be given.

The Head of Drama & Performance (or nominated deputy) will review any written materials that

appear to contain evidence of plagiarism and marks awarded may be modified or – in some cases – the unit declared null and void. In extreme cases the candidate may be disqualified from further entry for the certificate.

Who will assess my work?

All assessors for this Diploma are highly qualified professionals. They have knowledge and experience of dance teaching and learning at postgraduate level or equivalent. They are fully trained and standardised by Trinity College London at an annual standardisation event and through an ongoing process of moderation.

What happens after assessment?

After your work has been assessed, you will receive a report/marksheet. The submission is marked out of 100%. The Pass mark is 50%, Merit is 65%, and Distinction is 75% and over. Trinity endeavours to return results and certificates to you within 10-12 weeks from the receipt of the assessment materials.

If you infringe assessment regulations, the report form will be returned by the assessor to Trinity College London at the end of the assessment so that a decision can be taken about the validity of the assessment. Trinity College London reserves the right to award no marks for invalid submissions. The outcome of referred assessment reports will be conveyed to you as soon as possible after the matter has been considered and within six to eight weeks of receipt of the report form.

What are the completion times for the Diploma?

You must submit all units of the Diploma within three years of passing your first unit of the qualification. Trinity College London strongly recommends that you take Unit 1 first. It is a requirement that Units 1-3 are successfully completed before you are assessed for Unit 4. If you fail a unit of the Diploma, you would need to resubmit that unit within one year of the notification of failure. You need to note that there is an additional cost for the resubmission of work for assessment.

Can I enter for this Diploma if I have special needs?

Trinity College London is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

If you have any special needs we will try to help. Of course we will not make any change that affects the assessment standards. We will treat each request individually, so please contact us to discuss your requirements. If you require wheelchair access to the assessment venue for Unit 4 you should notify the Registered Centre.

What happens if malpractice/misconduct is suspected?

When submitting written materials for Diploma submissions, you must include a signed declaration stating that it is your own original work with a supporting signature from a teacher, employer or fellow dance practitioner. You must acknowledge all the primary and secondary sources you have quoted or used in line with standard academic practice. The Head of Drama & Performance (or nominated deputy) will review any written materials that appear to contain evidence of plagiarism and marks awarded may be modified or – in some cases – the unit declared null and void. In extreme cases candidates may be disqualified from further entry for the Diploma.

What health and safety responsibility do I have?

You must be aware of the principles of safe dance practice and ensure that these are implemented in all assessment events for Unit 4. It is your responsibility to ensure that the class recorded for the Unit 4 assessment complies with all health and safety procedures. You must take every precaution to provide a safe environment with adequate ventilation, light, heating and floor quality. Floor

surfaces must be even and clean. Any furniture and presentation or recording equipment must be safely positioned and have no dangerous edges. Electrical cables must be secure and not trail across the floor.

If there are any conditions outside of your control that you feel may infringe health and safety issues please discuss this with your Registered Centre (or Trinity College London if you are an independent candidate).

What customer service help can I expect?

Trinity College London strives constantly to update and improve its syllabuses. Amendments and additions are published on the website at www.trinitycollege.co.uk. The website is also the source of general information about Trinity College London and its services. A customer service statement is available on the website.

What data protection is in place?

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the UK under the Data Protection Act 1998. Please see the Trinity College London website www.trinitycollege.co.uk for the most up-to-date information about our data protection procedures and policies.

Am I entitled to wear any academic dress on achieving the Diploma?

Holders of the Diploma in Dance Teaching and Learning (Children and Young People) are entitled to wear a gown and hood. If you wish to obtain academic dress you must first contact Trinity's London office for appropriate authorisation. You should then contact the robemakers, Ede & Ravenscroft Ltd, Unit A Denny Industrial Estate, Waterbeach, Cambridge CB5 9PB UK (email: student@edeandravenscroft.com) who will supply details of the design and of the cost of hire or purchase.

Is there an appeals procedure?

Teachers, schools, parents, guardians and candidates who wish to question the outcome of exams should use the procedure set out at www.trinitycollege.co.uk/appeals

Additional Unit 4 guidance for candidates

Remember that your assessment for Unit 4 involves four elements:

- The submission of three lesson plans
- The submission of a filmed teaching session
- A review of your Reflective Journal
- Participation in a viva voce

You must also remember to submit a copy of your Disclosure and Barring Service (DBS) check and evidence that you have undertaken a minimum of 60 hours teaching children and/or young people. These 60 hours should be recent and relevant and should usually have occurred within the 12 months preceding the Unit 4 assessment.

How do I arrange the assessment of Unit 4?

If you are an independent candidate it is recommended that you arrange Unit 4 assessment through your nearest Registered Centre. A list of Registered Centres is available from Trinity College London. If this is not possible you will need to contact Trinity College London when you are ready for your Unit 4 assessment and we will arrange a suitable time for your assessment at any one of the Registered Centres.

Filming your assessed session

Where should my filmed assessment take place?

The room in which the assessment is conducted must be one in which you will be undisturbed by outside noise. It should be adequately ventilated (either with a window that can be opened or with air conditioning). If windows need to be opened ensure that extraneous sound from outside the room will not compromise the quality of the recorded work.

There must be sufficient space for you and your students to be able to perform effectively.

When should I start and stop filming my assessed session?

You must submit an unedited copy of a video that runs continuously from the moment immediately preceding the children or young people's entry into the assessment space to the moment immediately after they leave it. Please note that any editing of videos will automatically disqualify your entry. The purpose of the submitted DVD is to enable your assessors to see the teaching and learning that occurs in one of your sessions. The recorded session should be a physical representation of the middle of the three lesson plans that you are also required to submit as part of the assessment material for this unit.

What do I need to take into consideration before the recording of my assessed session?

We strongly recommend that you acquire the assistance of someone who can help you film your session. You will need to weigh up whether having an additional person in the room with you during your session will be a significant distraction to the children or young people you are teaching. If you think that circumstances allow, invite a technical assistant into your session to do the filming. This will allow you to concentrate entirely on the delivery of your session. If you have a technical assistant, give them an overall idea of how you anticipate the session will run so that they can find the best place to position themselves for the recording. Ensure that they are not going to be in anyone's way and that there are no trip hazards. Undertake a risk assessment so that you have made sure that the presence of the camera and camera operator will not increase health and safety risks.

If you are not able to secure the help of a technical assistant, think carefully where you want to position the camera so that it is best placed to capture all the activity in the room during your assessed session. Use a tripod to improve camera stability.

Test the camera and the sound recording equipment and play back a test to ensure that all the necessary equipment is working correctly before your session begins.

Ensure that the camera has sufficient capacity to hold a recording of the length of your session. If operated by batteries, ensure they are fully charged.

Pay attention to lighting in the space in which you are holding your assessed class. Ensure that the camera has sufficient natural light to operate effectively. The primary source of light should be behind the camera to avoid the teacher or students only being seen in silhouette. Beware of spotlights as these can adversely affect the quality of the recording.

Ensure that the clothing that you and the children or young people wear does not blend in with the background (i.e. black clothing on black curtained background).

Warn the children and/or young people in advance that the recording will take place to minimise distraction during the class. If possible, practice having the camera there in the space in previous weeks so they become used to its presence.

Ensure you have consent forms that enable you to film any child or young person appearing in your film. You will be asked to sign a declaration by Trinity College London confirming you have all necessary film consents.

Do I need to record sound during the filmed assessment?

The quality of sound on the video recording is crucial as the assessor needs to be able to hear not only the words used by the teacher throughout the course of the recorded session, but also the responses of and/or conversations with the children and young people taking part in the session.

What factors do I need to consider during the filming of my assessment?

Ensure that the recording starts just before the children or young people enter the space where your session is taking place and lasts until after they have left the space.

State your name and the date on which the recording is taking place.

Assessors understand that the children or young people may initially be distracted by the camera. You may wish to draw the children or young people's attention to the camera at the start of the lesson to explain to them why the camera is there.

Ensure that there is nothing to obstruct the camera's view during your session.

Ensure that the camera is not positioned next to the sound system or any other external noise as your words and the responses of the children or young people must be clearly heard throughout the recording. Avoid shouting to ensure you are heard.

How do I label and submit my recording?

Label your DVD stating your name, candidate number, name of Registered Centre and date of the recording. You should also label the case in which your DVD is presented with the same information.

Check that your recording has worked by watching it through from start to finish. Your recording **MUST** remain unedited so that it shows everything that occurred throughout your session. Please note that any editing of videos will automatically disqualify your entry. It should also be noted that any DVD that is submitted with a faulty recording (i.e. recording cuts out part way through the session) will also be disqualified and resubmission will be subject to an additional entry fee.

Make a copy of your recording to keep for your own reference. This is important as you will need to view the recording prior to your viva voce. Send one copy of your DVD to your Registered Centre together with the three lesson plans required for Unit 4 in line with any guidance that you may have received from your Registered Centre.

Please note that the assessors may play your DVD either on a DVD player OR on a computer (via the free VLC Media Player download) so you should ensure that your DVDs can be played using both kinds of devices.

For further advice and support please contact your Registered Centre.

The Reflective Journal

When do I need to make my Reflective Journal available to the assessor?

Candidates must make their Reflective Journal available to the assessor a minimum of 45 minutes before the viva voce. The assessor should be given access to a quiet room in which to review the journals.

The viva voce

Where will the viva voce take place?

The viva voce will take place in a quiet room at one of the Registered Centres and will last approximately 20 minutes.

What is expected of me in the viva voce for Unit 4?

In the viva voce you should ensure that you:

- demonstrate a depth of conceptual understanding which enables you to devise and sustain arguments, solve problems and comment upon particular aspects of current research or equivalent advanced scholarship of the subject
- discuss the methods and techniques used to review, develop and apply your knowledge and understanding
- critically evaluate arguments, assumptions, abstract concepts and information to form sound judgments
- communicate information, ideas, problems and solutions in a form appropriate to both specialist and non-specialist audiences
- appreciate the uncertainty, ambiguity and limits of knowledge.

Guidance for Registered Centres

A Registered Centre may provide advice and support to candidates wishing to adopt the experiential approach to attaining the qualification. The Registered Centre may choose to guide the candidate in order to ensure that they have presented evidence of attainment that fulfills the learning outcomes of the unit to which they are applying their prior learning. The role of the Registered Centre is to co-ordinate assessments and register candidates with Trinity. A Registered Centre may also be a Course Provider.

It is advisable that relevant staff members of a Registered Centre read and note the guidance for candidates on pages 34-37 of this document.

Any organisation requesting to become a Registered Centre will receive a full information pack on its role and responsibilities. Some general information for those interested in becoming a Registered Centre is given below.

Information and regulations

Registering as a centre

Organisations, whether they are providing training or guidance for the Diploma in Dance Teaching and Learning or not, can register as a centre with Trinity College London. Guidance on becoming a Registered Centre is available from Trinity and can be found on the Trinity website www.trinitycollege.co.uk/DDTAL

Centres submit candidates' work at a time agreed with Trinity, and Trinity includes information about the Registered Centre on its website. Each Registered Centre receives a centre number and is invited to guidance and support events offered by Trinity.

For further information on becoming a Registered Centre please contact dance@trinitycollege.co.uk

Completing the group entry form

For Registered Centres there is a separate group entry form for the Diploma in Dance Teaching and Learning (Children and Young People). This can be downloaded from the Trinity website www.trinitycollege.co.uk/DDTAL

Candidates will not be registered for the Diploma until payment has been made.

Please read carefully any instructions accompanying the entry form, particularly in relation to required documentary evidence or prerequisites. Complete the group entry spreadsheet and email this to Trinity College London.

In the case of group entries, Trinity College London will need to be informed of approximate submission dates in order to ensure that assessors are available. If this information is not provided, Trinity may not be able to return candidates' results within the time recommended, although it will endeavour to do so.

Email dance@trinitycollege.co.uk for further advice.

Exam fees

Exam fees are printed on a separate fee sheet enclosed with the group entry form. If the fee sheet is missing, another copy can be obtained from Trinity's London office. Exam fees will not be refunded.

On receipt of the entry form, Trinity College London will invoice the Registered Centre for the fee amount payable. On receipt of payment of this invoice the candidates will be registered for the Diploma. Registered Centres must then ensure that candidates submit their materials for assessment within three years of their first submission date. The question list for Units 1, 2 and 3 and the candidate information will be sent to the Registered Centre. Candidates submit their materials to the Registered Centre, which will then forward these to Trinity College London for assessment.

Candidates with special needs

Trinity College London is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

If a candidate has any special needs we will try to help. Of course we will not make any change that affects the assessment standards. We will treat each request individually, so please contact us to discuss the requirements. If wheelchair access to the assessment venue for Unit 4 is required, the Registered Centre is notified.

Assessors

All assessors for this Diploma are highly qualified professionals. They have knowledge and experience of dance teaching and learning at postgraduate level or equivalent. They are fully trained and standardised by Trinity College London at an annual standardisation event and through an ongoing process of moderation.

Results

After their work has been assessed, candidates for this Diploma will receive a report/marksheet. Trinity endeavours to return results and certificates to the Registered Centre 10-12 weeks from the receipt of the assessment materials.

The submission is marked out of 100%. The Pass mark is 50%. Merit is 65% and Distinction is 75% and over. When a candidate infringes assessment regulations, the assessor will return the report form to Trinity College London at the end of the assessment so that a decision can be taken about the validity of the assessment. Trinity College London reserves the right to award no marks for invalid submissions. The outcome of referred assessment reports will be conveyed to the Registered Centre as soon as possible after the matter has been considered and within six to eight weeks of receipt of the report form.

Completion times for the Diploma

It is required that candidates complete the Diploma within three years of passing their first submitted unit of the qualification.

Trinity College London strongly recommends that Unit 1 is taken first and it is a requirement that Units 1-3 are successfully completed before a candidate is assessed in Unit 4. In the case of a candidate failing one unit of the Diploma, they would need to resubmit that unit within one year of the notification of failure. There is an additional cost for the resubmission of work for assessment.

Malpractice/misconduct

When submitting written materials for Diploma submissions, candidates must include a signed declaration stating that it is their own original work with a supporting signature from a teacher, employer, fellow dance practitioner or the co-ordinator at the Registered Centre. All primary and secondary sources must be acknowledged in line with standard academic practice. The Head of Drama & Performance (or nominated deputy) will review any written materials that appear to contain evidence of plagiarism and marks awarded may be modified or – in some cases – the unit declared null and void. In extreme cases the candidate may be disqualified from further entry for the Diploma.

Health and safety guidance

Candidates and teachers must be aware of the principles of safe dance practice and ensure that these are carried out in all assessment events. Every precaution must be taken to provide a safe environment with adequate ventilation, light, heating and floor quality. Floor surfaces must be even and clean. Any furniture and presentation or recording equipment must be safely positioned and have no dangerous edges. Electrical cables must be secure and not trailing across the floor. Please see general guidance for candidates for additional information.

Customer service

Trinity College London strives constantly to update and improve its syllabuses. Amendments and additions are published on the website at www.trinitycollege.co.uk. The website is also the source of general information about Trinity College London and its services. A customer service statement is available on the website.

Data protection

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the UK under the Data Protection Act 1998. Please see the Trinity College London website www.trinitycollege.co.uk for the most up-to-date information about our data protection procedures and policies.

Appeals procedure

Teachers, schools, parents, guardians and candidates who wish to question the outcome of exams should use the procedure set out at www.trinitycollege.co.uk/appeals

Guidance for Course Providers

While Trinity College London provides support for Course Providers and candidates, it provides no training courses itself towards this or any other qualification. Accredited by the Office of Qualifications and Examinations Regulation (Ofqual), the Diploma is placed at Level 6 of the Qualifications and Credit Framework (QCF) and the following level descriptor therefore informs its design and construction:

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgment. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

There will be a range of candidates seeking to attain this qualification. Candidates may undertake, for example, a full/part-time course covering all four units or short courses providing one unit at a time. These courses may be provided by one training provider or by several different ones.

Delivery of courses

Organisations or individuals wishing to provide training or guidance for students to attain this qualification could provide the learning in a range of different ways, to suit both the organisation's and the candidates' needs.

Some alternative ways of delivering courses are:

- weekend course
- evening course
- Summer or Easter school
- within an already functioning course
- tutor route
- top-up/intensive course
- combination of taught and distance learning course.

Some candidates may not need any additional training in order to undertake the qualification. This is the candidates' choice and they can register as independent candidates if they so wish.

Contact hours

The contact hours required to deliver this qualification depend very much on the provider and the needs of their students. Contact time could be as much as 90 hours – related to the 90 credits of the qualification. However organisations could provide more or less than this, depending on the candidates' prior learning and experience – for more experienced practitioners contact time could be as little as 20 hours. There may be dance genres that demand more or less specificity. It is up to a provider to make the judgment on the needs of their sector or market. Some experienced candidates who register to take the qualification independently may not need any taught contact time.

Course materials

At present there are no specific course materials. However, there is a suggested reading list in this document. A more specific reading list attached to learning outcomes and units will be provided for candidates once they are registered. Course Providers may wish to write their own course handbook for delivery.

Registering candidates for assessment

Candidates will need to be registered with Trinity College London, either independently or through a Registered Centre to be assessed for the Diploma. Candidates' work will be assessed by Trinity-trained assessors. A wide variety of organisations can become Registered Centres, e.g. dance agencies, universities, vocational dance training institutions, national agencies, awarding bodies, etc. A list of Registered Centres can be found on the Trinity website www.trinitycollege.co.uk

Organisations providing training or guidance for the Diploma in Dance Teaching and Learning (Children and Young People) can also register as a centre with Trinity College London. Centres submit candidates' work at a time agreed between Trinity and the Registered Centre, and Trinity includes information about the Registered Centre on its website. Each Registered Centre receives a centre number and is invited to any guidance and/or support events offered by Trinity.

For further information please contact dance@trinitycollege.co.uk

Information and regulations

Course Providers should consult the full list of information and regulations listed under General Guidance for Registered Centres.

Additional Unit 4 guidance for Registered Centres and Course Providers

Pre-assessment preparation

Registered Centres are responsible for ensuring that their Unit 4 candidates are ready to take the assessment and have accrued the prerequisite number of teaching hours (minimum of 60) – usually in the previous 12 months – to make them eligible for the assessment. Please contact Trinity College London if there are extenuating circumstances relating to the period of time over which the candidate has accrued their teaching hours. Registered Centres must also ensure that all paperwork is in order.

Registered Centres must:

- register candidates for Unit 4 as soon as they know the candidate is ready to take it, and at least eight weeks before the potential viva voce assessment date – the Registered Centre will then be sent an invoice for the candidates
- co-ordinate Unit 4 viva voce assessments in order that at least three (maximum of four) can be undertaken on the same day at the same venue by the same assessor
- inform Trinity of the proposed assessment date and location at least six weeks before the event – where possible, at least two alternative dates should be given
- ensure candidates have a copy of the Additional Unit 4 Guidance for Candidates that appears on pages 38-40 of this document
- confirm the full name and address (including postcode) of the venue at which the viva voce assessment is to be held, together with the name of the nearest railway station and the estimated time from the station to the venue
- ensure that Trinity/the assessor has an emergency contact number for the Registered Centre.

Filmed teaching assignment

Candidates are responsible for filming their teaching assignment and should be advised to refer to the learning outcomes for Unit 4 on page 29 of this document, as well as to the Additional Unit 4 guidance for candidates on pages 38-40.

Each candidate must submit three lesson plans (see Unit 4 – Assessment methods, Task 2 on page 30) together with their filmed teaching assignment to their Registered Centres (or to Trinity College London directly if they are independent candidates) at least three weeks prior to the first of the proposed viva voce dates.

The filmed teaching assessment must last between 40 and 60 minutes and should involve the candidate teaching between 10 and 20 children and/or young people.

The room in which the assessment is conducted must be one in which you will be undisturbed by outside noise. It should be adequately ventilated (either with a window that can be opened or with air conditioning). If windows need to be opened ensure that extraneous sound from outside the room will not compromise the quality of the recorded work.

There must be sufficient space for candidates and their students to be able to perform effectively.

The entire assessment must be filmed. This must then be converted into DVD format and sent to Trinity. Detailed instructions pertaining to the filming of the assessment are contained on pages 38-39 of this document.

The viva voce assessment day

In order to approve arrangements and view the Reflective Journal the examiner will arrive at the exam venue at least 45 minutes before the start of the assessments.

Review of candidates' Reflective Journals

Candidates must make their Reflective Journals available to the assessor a minimum of 45 minutes before the viva voce takes place. The assessor should be given access to a quiet room in which to review the journals.

During the review of the Reflective Journal and during the viva voce the assessor should be provided with:

- a good sized table (not a card table) that is well supported and does not wobble
- a comfortable and supporting chair
- a bottle of drinking water and a glass.

Viva voce

The assessor needs to have available a small, quiet room in order to conduct the viva voce which will last approximately 20 minutes. Forty-five minutes must be allowed between each viva voce in order that the assessor can view the next candidate's Reflective Journal. Additional guidance for candidates about the viva voce is contained on page 40 of this document.

Payment for candidates

On receipt of the registration form, Trinity will invoice the Registered Centre for the candidates registered. Trinity cannot assess candidates unless the candidate fee has been received by Trinity.

The candidate fee is non refundable. If a candidate needs to cancel a Unit 4 assessment, Trinity needs to be given two weeks' written notice in advance. If a candidate cancels after this time they may risk losing their fee.

If a minimum of three candidates cannot take part in a viva voce assessment on the same day at the same Registered Centre, the Registered Centre will be charged an additional fee.

The assessor

Once an assessor has been booked for a viva voce assessment session and the entries have been processed, Trinity will send out a copy of their itinerary to the Registered Centre, along with the assessor's biography. The itinerary will contain the Registered Centre's contact information and details so that the assessor can contact the Registered Centre to finalise the details for the day. If any of the details are incorrect, please let Trinity know as soon as possible. It is important that the Registered Centre provide as much contact information when registering as possible, so that the assessor can easily make contact.

The assessor will telephone the Registered Centre a few days before the visit to confirm final arrangements. Please discuss transport arrangements: if you are able to meet the assessor at the station please do let them know. If the assessor is driving they will ask for directions and details of any local parking arrangements.

General advice

Although you may wish to provide refreshments, assessors are paid expenses to cover any costs incurred during their visit. However, they are always appreciative of a cup of coffee or tea at break times. It may be a good idea to discuss arrangements for lunch with the assessor if suitable facilities are not available at the venue or nearby.

After the assessment

Results

After the assessment has been completed, assessors will send their reports to Trinity. Trinity aims to send the reports, transcripts and certificates (where relevant) to the Registered Centres within eight weeks of the viva voce.

Registered Centres are responsible for the distribution of reports, transcripts and certificates to candidates.

Certificates

Certificates usually take about eight weeks to arrive after the report has been sent to the Registered Centre. If a certificate has been lost, a replacement can be issued on payment of a small fee, details of which can be obtained by emailing dance@trinitycollege.co.uk

Appeals procedure

For full appeals procedure please visit www.trinitycollege.co.uk/appeals

Absence through sickness

If a candidate is sick on the day of the assessment and cannot attend, the Centre Representative should apply to the Trinity's London office for a re-entry permit, enclosing a medical certificate. Applications for re-entry permits must be made within 30 days of the assessment date. Trinity will issue a half fee re-entry permit that can be used for the candidate's next available assessment date within 12 months of the original assessment date.

Cancelling a Unit 4 viva voce visit

Should a Registered Centre need to cancel a Unit 4 viva voce assessment visit they must do so at least two weeks before the event.

Late entries

Although Trinity will accept the application for late entries there is no guarantee that an assessor will be available for the dates requested.