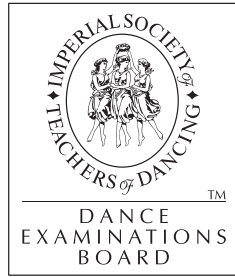


# DDI

**ISTD** Level 3 Diploma in Dance Instruction

SYLLABUS



# DDI

## **ISTD** Level 3 Diploma in Dance Instruction

SYLLABUS

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# Level 3 Diploma in Dance Instruction (DDI)

## *Introduction*

This qualification gives prospective dance teachers a solid grounding in the skills and knowledge required to teach dance in a safe environment. It consists of four mandatory units. Two units are generic and cover teaching skills with a focus on teaching observation and safe dance practice. The other two units are dance genre specific and focus on technical, performance based and musical knowledge required at this level both through personal performance and that of pupils of various levels.

During the course learners study about observation techniques and how these may lead to greater understanding of teaching methods and skills: this serves as a basis for the development of practical teaching skills at Level 4 (Diploma in Dance Education). Many learners are based in vocational dance colleges, but the syllabus is designed also to allow the participation of learners in smaller schools, outside the formal college network. Unit 2 in particular may be studied by distance learning with the support of the learners' Approved Dance Centres (ADC) or a Distance Learning Tutor.

The qualification has a Qualifications and Credit Framework (QCF) credit value of 68 and its Qualification Accreditation Number is 501/1002/0.

## *Target Learners*

The DDI is primarily aimed at learners who wish to prepare for the Diploma in Dance Education (DDE) to become accredited dance teachers. The DDI has been accredited by Ofqual at Level 3 on the QCF, which is roughly equivalent to 'A' level standard.

## *Entry conditions*

Learners must be at least 17 years of age before the end of the academic year in which they register.

## *Method of Study*

The qualification is currently offered by ADCs and is available throughout the European Union. Training may take the form of class seminars, long or short courses, class and individual tutorials, distance learning and private study as well as other forms of learning; therefore it is recommended that interested students contact a number of the ADCs in their area to ascertain the form of study that suits them best. An up-to-date list of ADCs may be found on [www.dance-teachers.org](http://www.dance-teachers.org) or in the ISTD's Dance Extra magazine which is available from the Professional

Development Assistant in the Education and Training Department.

Learners wishing to embark on the DDI must complete a Learner Registration Form, available from the ADC or the Teaching Modules Assistant in the Education and Training Department.

## *Prior Accreditation and Achievement*

The DDI allows learners to build on their current qualifications and experiences. Where learners have achieved certificated qualifications within or outside of the QCF that meet the learning outcomes and assessment criteria of a unit(s), they may apply to claim exemption from the relevant unit(s) of the qualification through the exemption route. Where learners feel they can demonstrate where their previously achieved knowledge, understanding or skills meet the learning outcomes and assessment requirements for a unit(s) within the qualification, they may apply to claim credits for the relevant unit(s) through the recognition of prior learning. All applications must be made through the learner's ADC.

## *General Structure*

The qualification is divided into four units, as shown below.

- Unit 1** Observation and Understanding of Teaching and Learning Techniques
- Unit 2** Promotion of Health and Safety in Dance
- Unit 3** Vocational Graded Examination in Dance: Intermediate
- Unit 4** Dance Practice and the Relationship between Music and Dance in a Chosen Dance Genre

Units 1 and 2 are common to all dance genres and once attained do not have to be retaken when qualifying in another genre. Units 3 and 4 are specific to each dance genre and the learner may choose to take these units more than once to pursue the study of different dance genres. Unit 3 must always be achieved before the learner may be examined for Unit 4.

Learners must complete all units of the qualification in a maximum of five years. Learners returning after more than five years may be required to attend refresher courses to bring themselves up-to-date with current practice. This will be at the discretion of the learner's ADC who will assess their skills, knowledge and understanding of the previously attained units.

### ***Assessment Methods***

Assessment techniques are designed to assess each unit of the qualification in an appropriate manner. The different assessment methods used are:

- Tutor-assessed lesson observations (Unit 1)
- Tutor-assessed task completion (Unit 2)
- External assessment by ISTD Markers or Examiners (Units 2, 3 and 4)

Throughout the course of study the learner builds a portfolio of evidence. This allows the learner time for reflection, self-evaluation and self-improvement. All portfolios are subject to moderation by an ISTD Assessor to ensure that the ADC's assessment is valid, fair, reliable and consistent with required standards. The ISTD Assessor also confirms that the portfolio contains sufficient evidence of adequate quality to justify the ADC's assessment of the learner's progress.

Further information about specific assessment methods and criteria are given in the description of each unit in the following pages.

### ***Awarding and Certification***

On successful completion of all units of the qualification each learner's portfolio is standardised by the ISTD. This means that a standardisation panel of ISTD Assessors confirms that evidence across all ADCs and all dance genres is satisfactory and of a similar level. Where there is evidence of disparity, one or more portfolios may be rejected and further assessment required of the learner(s).

Certificates for the qualification are issued when all units have been achieved and standardisation has taken place. Unit certification is available on request from the Teaching Modules Assistant in the Education and Training Department at a fee.

### ***Additional Support***

Further information regarding administrative procedures that relate to this course of study may be found in the Learner Handbook, which is provided to learners on registration, and the Approved Tutor Handbook, which is available to the ADC as part of Tutor Training. A full glossary of terms may be found in the appendix of this syllabus and a list of contact details on the inside back cover.

# Unit 1: Observation and Understanding of Teaching and Learning Techniques

## *Introduction*

The aim of this unit is to develop the learner's personal observation skills and understanding of teaching and learning techniques. Observation, identification, analysis and evaluation skills promote the learners' reflective thought and self-evaluation in relation to the teaching and learning processes that take place, providing the basis for progression to dance teaching.

## *Content*

The learner undertakes a minimum of six hours of formal and assessed observation of lessons at two levels of the Graded Examinations in Dance, one between Primary and Grade 3 and one between Grade 4 and Intermediate. Dancesport learners may choose to substitute Dancesport Medal Tests up to Gold, one of either Pre-Bronze or Bronze and one of either Silver or Gold. These six hours must consist of a minimum of six observations.

These two groups of students should be observed over time in order to note their progression and retention of knowledge, skills and understanding; it is therefore strongly recommended that the final observations are divided with three hours of observations at the lower level and three hours at the higher level. If this is not possible, a minimum of two observations at each level are required.

Using the same group of students, the learner may either attend consecutive lessons, or attend lessons after a lapse of time, as considered appropriate in discussion with their Approved Tutor.

After each observation the learner should complete the relevant paperwork and discuss their observations with their Approved Tutor. These essential elements of feedback, discussion and formative assessment have been built into the assessment criteria of Unit 1 and are evidenced in the learner's portfolio.

Learners are required to satisfy at least **75%** of the assessment criteria, as listed in **Fig. 1** overleaf, at least two or three times during observations. All learning objectives should be covered on each observation.

## *Assessment*

The developing skills and understanding of the learner are documented by the accumulation of evidence in the portfolio. The learner's Approved Tutor makes a series of judgments, recorded in the portfolio, relating

to the adequacy of the learner's development and understanding. If, at the point formal assessment takes place, the Approved Tutor judges the learner to have satisfied less than 75% of the assessment criteria, a further period of formal observation will be necessary to allow the learner to reach the level of knowledge and understanding required.

It should be noted that while a number of observations may be completed throughout the study of this unit, it is only the last six consecutive hours of observations that will be formally assessed by the Approved Tutor and the ISTD Assessor.

## *Learning Outcomes*

By successfully completing Unit 1 of the course of study the learner will have:

- developed observation, analytical and evaluation skills;
- developed an understanding of the value of discussion and evaluation in relation to developing generic teaching skills;
- gained an appreciation of the value of a range of relevant learning techniques through observation and discussion;
- gained an understanding of teaching and learning methods in preparation for personal practical teaching development.

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as set out in **Fig. 1** overleaf.

## *Notional Learning Hours*

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 100. Of these it is suggested that, for most learners, around 70 hours will be guided learning directed by their Approved Tutor.

**Fig. 1**

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
1. Be able to analyse and evaluate lesson structure and pace through observation	1.1 Identify and evaluate the structure of a lesson, including the overall balance between the different parts 1.2 Observe and analyse the effects of the variation of pace on the lesson, relating this to effective learning
2. Be able to identify and evaluate relevant teaching methods through observation	2.1 Identify the different teaching methods used in the lesson 2.2 Evaluate the appropriateness of the different teaching methods 2.3 Reflect on contribution of observing teaching and learning approaches to own professional development
3. Be able to identify and evaluate teacher feedback and motivational techniques through observation	3.1 Identify the different methods of teacher feedback to students used during the lesson 3.2 Identify the different motivational techniques used during the lesson 3.3 Evaluate the appropriateness of the teacher feedback and motivational techniques observed
4. Understand the appropriateness of use of resources	4.1 Identify the quality and appropriateness of resources used during the lesson 4.2 Evaluate the quality and the appropriateness of the resources used during the lesson
5. Be able to identify and evaluate effective safe dance practice through observation	5.1 Identify aspects of safe dance practice 5.2 Evaluate the effectiveness of safe dance practice observed
6. Be able to demonstrate an awareness of student progression	6.1 Identify the students' standard and progress during the lesson and/or over time 6.2 Evaluate the students' standard and progress during the lesson and/or over time

**Unit Accreditation Details**

<b>Reference Number</b>	A/602/1927
<b>Level</b>	3
<b>Credit value</b>	10
<b>Grading system</b>	Pass/Fail

# Unit 2: Promotion of Health and Safety in Dance

## Introduction

The aim of this unit is to develop the learner's understanding of important and common aspects of safe dance practice and health and safety in dance, essential for those who wish to pursue a career in teaching dance. This unit extends the appreciation of health and safety as well as legal and ethical constraints in the dance sector.

## Content

The content for the unit is provided in the associated course book which is divided into 10 sections as follows:

- **Topic 1** Introduction to Health and Safety
- **Topic 2** Nutrition
- **Topic 3** Hydration
- **Topic 4** Health Promotion
- **Topic 5** Age Related Health Issues
- **Topic 6** Joints
- **Topic 7** Muscles
- **Topic 8** First Aid
- **Topic 9** Safety Issues – Legal Responsibilities
- **Topic 10** Safety Issues – Environment

Throughout the course book there are optional learning activities to embed understanding. There is also a task at the end of each topic which must be completed to the satisfaction of the Approved Tutor prior to the learner sitting the final examination.

## Assessment

The overall task relating to each topic must be completed to the satisfaction of the Approved Tutor and signed off by them on the relevant Task Completion Form. On completion of all 10 topics and their associated tasks the learner sits a formal, written paper. The pass mark is 40%.

Examination sittings are held on advertised dates throughout the year and the papers are marked externally by ISTD appointed and trained Markers, according to the appropriate mark scheme.

## Learning Outcomes

By successfully completing Unit 2 of the course of study the learner will have:

- developed an understanding of the general principles of health and safety in dance and the relevant regulations;
- gained an understanding of the importance of nutrition, hydration and a healthy lifestyle, with specific reference to the dance environment;
- the ability to explain age related health issues both generally and in relation to dance specifically;
- developed an understanding of joints and muscles, and the management of related injuries, with specific reference to the dance environment;
- gained an understanding of the principles of first aid and its regulation in the dance environment;
- the ability to explain the treatment of a number of injuries that may be carried out by a qualified first aider;
- gained an understanding of the legislation and professional principles a dance teacher must be aware of and abide by.

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as set out in **Fig. 2** overleaf.

## Notional Learning Hours

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 100. Of these it is suggested that, for most learners, around 60 hours will be guided learning directed by their Approved Tutor.

## Unit Accreditation Details

<b>Reference Number</b>	F/602/1928
<b>Level</b>	3
<b>Credit value</b>	10
<b>Grading system</b>	Pass/Fail



**Fig. 2**

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
1. Understand the general principles of health and safety in dance	1.1 Explain the need for being aware about health and safety issues in relation to dance 1.2 Explain the general issues concerning health in dance 1.3 Explain the general issues concerning safety in dance
2. Understand the importance of nutrition and how it relates to dance	2.1 Identify and explain the main functions of key nutrient groups 2.2 Identify and explain the components of a balanced diet 2.3 Explain the need for sensible eating to prepare for the dance class 2.4 Explain the consequences of a poor diet in relation to dance
3. Understand the importance of keeping hydrated and how it relates to dance	3.1 Explain the need to maintain hydration 3.2 Identify and explain the effects and signs of dehydration 3.3 Identify and explain ways of preventing dehydration
4. Understand the importance of a healthy lifestyle	4.1 Identify and explain the key elements of a healthy lifestyle and the benefits of exercise 4.2 Explain the consequences of smoking 4.3 Explain the consequences of alcohol and drugs on the body
5. Understand age related health issues in general and in relation to dance	5.1 Explain how the following biological changes may impact on the dancer in: • young children • puberty and the growth spurt • post menopausal women • older men 5.2 Explain osteoporosis and its effect
6. Understand joints and the management of injuries	6.1 Identify the different types of joints and their range of movement 6.2 Explain cartilage and ligaments and how they can be damaged through injury 6.3 Explain typical joint issues and the management of them
7. Understand muscles and the management of injuries	7.1 Explain the different types of muscle, how they work and their function 7.2 Explain the importance of warming up, cooling down and stretching 7.3 Explain the causes of muscle injuries
8. Understand injury management and the principles of First Aid in the dance environment	8.1 Explain the principles of First Aid and related regulations 8.2 Explain the necessity and the composition of the First Aid box in relation to dance 8.3 Explain how a qualified First Aider would deal with minor injuries in a dance class 8.4 Identify other injuries that may occur in the dance environment
9. Understand professional and legal responsibilities in relation to teaching	9.1 Identify and explain key aspects of relevant current legislative requirements in relation to teaching children and vulnerable adults 9.2 Identify and explain relevant professional practice in relation to dance 9.3 Identify factors which may affect a dancer's ability to participate in the dance class
10. Understand the relevant health and safety regulations in dance	10.1 Identify and explain key elements of health and safety regulation relevant to the dance learning environment

# Unit 3: Vocational Graded Examination in Dance – Intermediate

## Introduction

Unit 3 is specific to the dance genre chosen by the learner and may be studied multiple times if the learner wishes to qualify in more than one genre. This unit aims to provide learners with skills, knowledge and understanding as part of the progressive mastery of a particular dance genre. These learning objectives include strength and stamina, technical skills, musicality and performance as well as focussing on further skills required for employment in the sector, including engaging with an audience.

## Content

This unit may be taken in the following genres:

Genre	Reference Number
Cecchetti Classical Ballet	K/602/0112
Classical Greek Dance	R/602/0251
Classical Sequence	J/602/0344
Disco Freestyle	H/602/0349
Imperial Classical Ballet	H/602/0142
Latin American	K/602/0319
Modern Ballroom	K/602/0286
Modern Theatre Dance	L/602/0376
National Dance	D/602/0267
South Asian Dance – Kathak	M/602/0208
South Asian Dance – Bharatanatyam	H/602/0237
Tap Dance	M/602/0189

Further details of the overview of the content for each genre may be found on the ISTD website in the individual Faculty mini sites.

## Assessment

The assessment of this unit is in the form of a practical examination which is assessed by a trained ISTD Examiner. The pass mark for the unit is 50%. Learners will however be unsuccessful if 20% of the marks or below are given for any one component or 40% of the marks or below are given for any three components regardless of the overall percentage achieved.

This unit must be achieved prior to the Unit 4 examination being taken.

## Learning Outcomes

By successfully completing Unit 3 of the course of study the learner will have:

- demonstrated a high standard of technical skill;
- demonstrated virtuosity, and the ability to communicate, through performance;
- developed a sound knowledge of the genre studied, including an understanding of reference and context;
- developed a sense of self-awareness and self-motivation in terms of their personal development.

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as set out in **Fig. 3** overleaf.

## Notional Learning Hours

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 280. Of these it is suggested that, for most learners, around 225 hours will be guided learning directed by their Approved Tutor.

**Fig. 3**

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
1. Apply and demonstrate through performance a sound and established knowledge and understanding of the fundamental and relevant technique and vocabulary in the relevant genre	1.1 Apply and demonstrate a sound and established knowledge and understanding of the mechanics and purpose of the required vocabulary 1.2 Demonstrate a mature approach in responding to and interpreting direction
2. Perform a range of complex movement sequences showing sound and secure technical skills in the relevant genre	2.1 Demonstrate appropriate physical awareness, strength and stamina in technical skills 2.2 Demonstrate a disciplined and mature approach in a range of technical skills including: a) Spatial awareness b) Control c) Co-ordination
3. Perform a range of complex movement sequences showing an understanding of musicality in the relevant genre	3.1 Demonstrate a sound and secure understanding of a more complex range of rhythmical sounds, accents and timings 3.2 Demonstrate a sound and secure understanding of musical interpretation within more complex sequences including: a) Phrasing b) Dynamics c) Atmosphere
4. Apply and demonstrate a range of performance skills with assurance in the relevant genre	4.1 Demonstrate the ability to engage appropriately with an audience 4.2 Demonstrate a developed awareness of the subtleties of performance including: a) Expression b) Communication c) Projection

**Unit Accreditation Details**

<b>Reference number</b>	See genres on page 7
<b>Level</b>	3
<b>Credit value</b>	28
<b>Grading system</b>	Distinction/Merit/Pass/ Not Awarded

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# Unit 4: Dance Practice and the Relationship between Music and Dance in a Chosen Dance Genre

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## *Introduction*

Unit 4 is specific to the dance genre chosen by the learner and may be studied multiple times if the learner wishes to qualify in more than one genre. The unit assesses the learner's dance technique and their understanding of teaching methods and safe dance practice in their chosen genre as well as their understanding of the relationship between music and dance and how this is applied to teaching dance within the same chosen genre.

The focus of the unit is on understanding and demonstrating the level of technique required for Primary Grade to Grade 5. The higher level grades will be focussed on within the Level 4 qualification.

## *Content*

The following information about Unit 4 outlines the requirements which apply to all dance genres. Supplementary sheet(s) for each specific genre should be obtained from the Professional Development Assistant in the Education and Training Department as there are variations in detail to meet the specific needs of the individual genre in some cases. The supplementary sheet also gives the marking breakdown for the unit in the particular genre.

Please note: where the syllabus refers to Graded Examinations, it should be noted that Dancesport learners may choose to substitute Dancesport Medal Tests.

The learner studies:

- a specific dance syllabus of the Graded Examinations in Dance;
- the application of theory, technique, presentation and musicality within the syllabus;
- the arrangement of simple sequences of movement;
- the structure of the body and limitations on body movement to comply with the principles of safe dance practice;
- key stages in physical and cognitive development in relation to the dance technique;
- the music content of the set exercises and free movement vocabulary in the Graded Examinations in Dance syllabus up to and including Grade 5 or Silver Medal (Dancesport);

- the theory and value of musical time signatures;
- the differences between dancers' counts and bars of music;
- the application of counting, tonal quality and rhythmical phrasing;
- the use of musical introduction;
- the use of time signatures and/or rhythms in relation to the teaching of individual steps and/or movements;
- the application and understanding of speed, pace, mood and rhythm to enhance and support dance teaching;
- the relevance of the relationship between music and dance when associated with choreography;
- the appropriate use of music in pre-arranged choreography.

## *Assessment*

The assessment of this unit is in the form of a practical examination which is assessed by a trained ISTD Examiner. Please be aware that Unit 3 must be achieved before this unit may be examined.

The examination for Unit 4 lasts for 90 minutes and has a pass mark of 195 out of 300 marks. If less than 40% of the marks are gained in one or more components of the unit the learner will be unsuccessful in this unit overall.

The breakdown of the marks for each component of the unit is given in a supplementary sheet for each dance genre. This is available from the Professional Development Assistant in the Education and Training Department.

## *Learning Outcomes*

By successfully completing Unit 4 of the course of study the learner will have:

- shown all the set exercises and vocabulary requirements of the Graded Examinations in Dance up to and including Grade 5 or Silver Medal (Dancesport);
- analysed the vocabulary of a chosen genre, selected from the graded syllabus content;
- performed a range of set exercises, selected from the graded syllabus;
- demonstrated the progression of individual movements;
- arranged simple sequences of movements;

- understood the appropriate level of technical ability for students at different levels of attainment in dance;
- understood the difficulties that could arise in relation to any movement;
- understood the different approaches to students of various ages, physical abilities and stages of cognitive development;
- identified appropriate rhythms for specific dance movements;
- arranged movements to express musical rhythms;
- describe the mood and character of the music used within the Graded syllabus;
- created a dance suitable for a Grade 2 and a Grade 5 student (for Dancesport genres an Adult Social Class may be substituted for one of the levels).

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as set out in **Fig. 4** below.

**Fig. 4**

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
1. Understand a specific dance syllabus	1.1 Demonstrate accurately the application of theory, technique, presentation and musicality of the Graded Examinations up to Grade 5 or equivalent
2. Be able to analyse and perform the vocabulary requirements and set exercises of a chosen dance genre	2.1 Demonstrate a selection of the vocabulary requirements of the Graded Examinations syllabus up to Grade 5 or equivalent 2.2 Join vocabulary steps/movements to create and perform simple sequences of movement 2.3 Demonstrate accurately a selection of the set exercises of the Graded Examinations syllabus up to Grade 5 or equivalent
3. Be able to demonstrate the development and progression of individual movements	3.1 Demonstrate safely the progression of a given movement through the Graded Examination syllabus up to Grade 5 or equivalent
4. Understand the appropriate levels of technical ability for students at different levels of attainment in dance	4.1 Apply the correct level of dance vocabulary for the level of the student 4.2 Justify the length of the dance sequence to the level of the student 4.3 Demonstrate accurately the level of technical ability attainable by the student at each level of the Graded syllabus or equivalent 4.4 Explain the difficulties that could arise in relation to any movement
5. Understand different approaches to students of various ages, physical abilities and stages of cognitive development	5.1 Identify and explain the key stages in physical and cognitive development in relation to the dance techniques 5.2 Demonstrate by using appropriate language the ability to relate to students of various ages, physical abilities and stages of cognitive development 5.3 Identify limitations on body movement that comply with the principles of safe dance practice
6. Be able to identify the different types of the music content of the set exercises and free movement vocabulary in the relevant syllabus	6.1 Identify and summarise different types of music 6.2 Describe the mood and character of the graded music used in the Graded syllabus up to Grade 5 or equivalent
7. Be able to relate dance movements to specific rhythms	7.1 Summarise the value of musical introductions and phrasing 7.2 Identify various musical styles, and explain their relationship to appropriate dance movement 7.3 Develop and arrange movements to express music and rhythms

8. Understand the concepts of speed, pace, mood and rhythm in relation to the enhancement of and support of dance teaching	8.1 Demonstrate expression and musicality in performance through two pre-choreographed dance solos at Grade 2 and Grade 5 or of equivalent level 8.2 Evaluate the interpretation of music in relation to dance when associated with choreography
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### ***Notional Learning Hours***

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 200. Of these it is suggested that, for most learners, around 150 hours will be guided learning directed by their Approved Tutor.

### ***Unit Accreditation Details***

<b>Reference Number</b>	J/602/1929
<b>Level</b>	3
<b>Credit value</b>	20
<b>Grading system</b>	Awarded/Not Awarded

# Appendix

## Glossary and List of Abbreviations

Approved Dance Centre (ADC)	Schools who are approved to offer the Level 3 Diploma in Dance Instruction and Level 4 Diploma in Dance Education
Approved Tutor	Tutors who are approved to offer units of the DDI/DDE within a specific ADC. Approved Tutors have undergone an approval process to ensure they have the right skills, qualifications and experience required as well as attending specialised training.
CCEA	Council for the Curriculum Examinations and Assessment – Regulatory Body for Northern Ireland
DCELLS	Department for Children, Education, Lifelong Learning and Skills – Regulatory Body for Wales and Department of the Welsh Government
DDE	Level 4 Diploma in Dance Education
DDI	Level 3 Diploma in Dance Instruction
Distance Learning Tutor	Tutors who are approved to offer specific written units of the DDI/DDE who do not necessarily work within an ADC. These tutors have undergone an approval process to ensure they have the right skills, qualifications and experience required as well as attending specialised training.
ISTD	Imperial Society of Teachers of Dancing
Ofqual	The Office of the Qualifications and Examinations Regulator – Regulatory Body for England
QCF	Qualifications and Credit Framework

## CONTACT DETAILS

For information and enquiries regarding the information contained in this syllabus, please contact the following:

### Professional Development Assistant

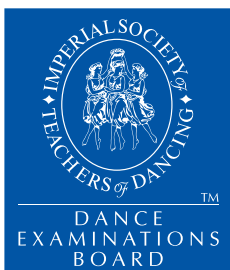
Email: [educationassistant@istd.org](mailto:educationassistant@istd.org) ■ Tel: +44 (0)20 7377 1577 ext. 837

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