

# SWINDON DANCE

## Level 6 Diploma in Dance Pedagogy (DDP)

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Syllabus Outline

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### Contents

Introduction .....	2
Qualified Teaching Learning and Skills (QTLS) Status.....	2
Unit 1: Planning and Evaluating Programmes of Learning .....	3
Unit 2: The Practice of Dance Teaching and Learning .....	4
Unit 3: Reflective Practice .....	5
Indicative content for unit 1, 2 & 3 .....	6
Unit 4c: Teaching Dance in Education and Community Settings.....	7
Unit 5c: Choreography .....	8
Appendix .....	9
Frequently Asked Questions.....	9
Policies and Procedures .....	10
Equivalence of Levels on the Regulated Qualifications Framework (RQF).....	10
Equivalence of Levels on the European Qualifications Framework.....	10
Glossary and List of Abbreviations .....	11
Contact Details .....	11

## Introduction

The Level 6 Diploma in Dance Pedagogy (DDP) is a dance teaching qualification regulated by Ofqual. The qualification provides experienced dance teachers and professional dancers with a programme that builds on your previous training, knowledge and experience. It will take your teaching to the next level and enhance your current dance skills.

The DDP is regulated at Level 6 which is equivalent to the final year of an undergraduate degree. The total Credit value is 120. The course structure has three clear strands and consists of five units:

Compulsory units:

- Planning and Evaluating Programmes of Learning
- The Practice of Teaching Dance and
- Reflective Practice

Principles and practice of dance teaching:

- Teaching Dance in Education and Community Settings

Plus Optional Units (other optional units are available at ISTD):

- Choreography

Please note: The full qualification must be completed within five years of initial enrolment.

## Qualified Teaching Learning and Skills (QTLS) Status

Units 1, 2 and 3 in particular are underpinned by the Professional Standards for Teachers, Tutors and Trainers in England.

The statutory requirement to obtain QTLS and ATLS was removed in September 2012, but QTLS is still commonly regarded as being a recognisable status for employment of teachers to practice in the further education sector. Since 1st April 2012, further education teachers who have been awarded QTLS and are members of the Society for Education and Training (SET) are recognised as qualified teachers in schools. This will allow them to be appointed to permanent posts in state maintained schools in England and they will be paid on the qualified teachers' pay scale. They will continue to be recognised as qualified school teachers providing they remain a member of the SET. The process for gaining QTLS, is called professional formation.

For further information, please visit the Society for Education and Training website at

<https://set.et-foundation.co.uk/professionalism/qtls>

The exact details of the learning outcomes and assessment criteria for Units 1, 2 and 3 supplied to Ofqual (The Office of the Qualifications and Examinations Regulation) as part of the qualification recognition will be provided in the relevant unit handbooks. You will be assessed against those learning outcomes and assessment criteria for Units 1, 2 and 3.

Please note Swindon Dance Level 6 DDP does not award you QTLS. Once you have attained Level 6 DDP, you are eligible to apply for QTLS with the Society of Education and Training through a process of Professional Formation.

## Unit 1: Planning and Evaluating Programmes of Learning

### Unit Summary

This unit covers a wide range of elements that support the effective planning of dance learning and assessment experiences. On the basis of the planning developed in this unit, you will promote effective dance learning and meet individual needs within the dance class.

### Unit Purpose

This Unit covers the structure and planning of dance learning within a programme of learning. It also looks at evaluation as a tool in the planning of effective learning experiences to meet specific learning outcomes. The Unit embraces the concept of inclusion enabling you to explore ways of achieving this through effective planning, understanding curriculum design and evaluating its impact on planning and assessment.

You gain skills in the practical application of planning techniques and evaluation methods. This development is underpinned by an in-depth study of theories of learning and assessment. You also explore models of 'good practice' in dance teaching and learning. Most importantly, you gain understanding of the role of critical evaluation as a tool for lesson planning and curriculum development.

The role of the teacher is explored more generally in terms of Government legislation that impacts on the teaching profession. You adopt and apply the professional standards and codes of conduct prescribed by funding bodies, awarding organisations and organisations involved in the delivery of programmes of dance teaching and learning. You recognise and respond to issues of accountability to a wide range of stakeholders. You apply safeguarding strategies for both teachers and learners, and develop a professional understanding of health and safety regulations and practices, including risk assessment. You are made aware of the requirement for inclusive practice including promoting access to and progression in dance. At this level you will be given a considerable degree of autonomy in using private study hours to research all aspects of the Unit content to achieve a well-informed approach to critical thinking and evaluation.

### Learning Objectives

By successfully completing Unit 1, the learner will:

- Understand teaching roles, responsibilities and relationships
- Plan inclusive programmes of learning
- Evaluate and improve own practice in planning inclusive programmes of learning

### Assessments

- Teaching Portfolio submission

## Unit 2: The Practice of Dance Teaching and Learning

### Unit Summary

This unit is concerned with both the generic and genre-specific knowledge and skills required for excellence in teaching, which is contextualised within Unit 4c. This requires an in-depth knowledge of the developmental structure of dance learning. You are required to apply your understanding of learning theory and theories of communication to teaching practice and develop strategies that meet the needs of dance learners. You also apply assessment methodology to the teaching/learning process.

The importance of feedback in improving your own teaching practice and accountability to students and, where appropriate, employers is also explored in this unit.

### Unit Purpose

In this unit you refine and develop teaching skills. On the basis of the planning developed in Unit 1, you implement teaching and learning strategies that promote effective dance learning and meet individual learning needs within the dance class. You demonstrate knowledge, understanding and the ability to practically apply a broad range of teaching methods demonstrating an awareness of current developments and perspectives in teaching and learning.

Within the teaching/learning situation, you apply assessment methods and procedures that may be formal or informal depending on the working context and the requirements of the programme that is being taught.

### Mentor Support

You will be assigned a personal mentor with 19 hours individual contact time as part of the programme of study.

### Learning Objectives

By successfully completing Unit 2, the learner will:

- Deliver inclusive programmes of learning
- Apply a variety of communication strategies in the teaching environment
- Implement assessment systems in dance teaching and learning

### Assessments

- Teaching Portfolio Submission
- Ten formally assessed teaching observations
- Viva Voce and Evaluation of Teaching Practice

## **Unit 3: Reflective Practice**

### **Unit Summary**

This unit is designed to give you increasing autonomy in the process of improving and developing your professional practice. It concerns reflective practice which reviews the impact of practical learning experiences, and evaluates activities in the wider context of learning theory. A reflective journal is used to note models of 'best practice' and ideas for future development. As well as being concerned with the generic aspects of teaching and learning, it is directed at achieving excellence in dance teaching.

### **Unit Purpose**

You will use understanding of professional reflective practice and theories to enable you to record and evaluate your own learning experiences in the teaching situation. Through increasing self-awareness you will challenge assumptions and habitual approaches to find new and improved ways to deliver teaching and promote learning. You will also explore alternate approaches to teaching and learning through observing the practice of other teachers and where possible, different genres.

### **Mentor Support**

You will be assigned a personal mentor with five hours individual contact time as part of the programme of study.

### **Learning Objectives**

By successfully completing Unit 3 the learner will:

- Critically review and apply models of professional reflective practice
- Be able to manage own learning and wider professional development

### **Assessments**

- Six lesson observations
- Six reflective journal entries

## INDICATIVE CONTENT FOR UNITS 1, 2 AND 3

### Unit 1, 2 & 3 – Day 1

- Introduction to the course, handbooks and assessment structure
- The role and responsibilities of the dance teacher
- Understanding the Learning process

### Unit 1, 2 & 3 – Day 2

- Study Skills
- Models of reflective practice
- Developing a reflective journal
- Meet your mentor

### Unit 1, 2 & 3 – Day 3

- Collating current legislation
- Planning for dance learning
- Issues involved in planning a programme of dance
- Group observation and discussion

### Unit 1, 2 & 3 – Day 4

- Practical approaches to teaching and learning
- Good practice in dance teaching and learning – communication
- Understanding the Learning process – theory into practice

### Unit 1, 2 & 3 – Day 5

- Positive assessment processes
- Resources for inclusive learning
- Good practice in teaching and learning – Challenging assumptions
- Developing a personal philosophy as a dance teacher

### Unit 1, 2 & 3 – Day 6

- Behaviour management – Theory into practice
- Preparing a teaching portfolio
- Final plenary and preparation for assessment

## Unit 4c: Teaching Dance in Education and Community Settings

### Unit Summary

This unit is concerned with the study of teaching dance in education and community settings, with a focus on introducing dance to learners with little previous dance experience. The unit will provide a detailed introduction to planning and structuring creative dance lessons. You will also consider how to effectively adapt your work to suit a range of learners and different contexts. An in-depth knowledge and practical application of the principles and approaches to planning and teaching creative dance are assessed

### Unit Purpose

Teaching dance in education and a community setting is underpinned by an in-depth knowledge of the three-stranded creative dance model: performing, composing and appreciating dance. This is supported by a theoretical understanding and practical application of movement analysis. This unit also includes opportunities to observe specialists teaching creative dance lessons and guided planning and delivery tasks.

Within this unit you will explore how and where dance is taught, the factors that might inhibit access to dance education and training and how these may be addressed. The unit also considers how dance can be adapted to suit the needs of different learners, including those with physical disabilities, learning difficulties or particular talent.

### Learning Objectives

By successfully completing Unit 4c the learner will:

- Understand how to plan and structure a creative dance class and use this knowledge to implement successful lesson planning
- Demonstrate effective delivery of a creative dance class, taking account of the needs of the learners and the educational context
- Understand how to develop creative stimuli to support the introduction of dance to new audiences

### Assessments

- Rationale for a creative dance project
- One taught lesson from this creative dance project and Viva Voce

### INDICATIVE CONTENT: UNIT 4C SESSIONS

#### Day 1 – 5

- Introduction to planning and structuring a creative dance workshop
- Overview of dance in education and community settings
- Movement Analysis (1)
- Introduction to dance in schools in the UK
- Creative dance in primary education
- Teaching dance in secondary and further education

#### Day 6 – 8

- Movement Analysis (2)
- Approaches to repertoire
- Inclusive practice
- Music for creative dance
- Identifying and nurturing gifted young dancers

#### Day 9 – 10

- Planning a creative dance programme
- Planning and teaching practice

## Unit 5c:Choreography

### Unit Summary

The emphasis of the unit is on creating dance in performance, education and community settings, using experiential techniques, skills, principles and concepts to create and shape new material. You will explore the potential of the body as an expressive tool, and how this expression can be harnessed – through improvisation, task-based choreographic explorations, the use of music/the aural environment, observation and reflection – to create fully-developed choreographic work.

### Unit Purpose

The purpose of this unit is two-fold: it will provide you with a broad understanding of the theory underpinning choreographic practice, at the same time as it develops your choreographic skills, equipping you with a practical set of tools for the creation of original dance works in performance, education and community settings. It will empower you to become enquiring, critical, articulate and, most of all, productive in choreographic practice. An in-depth knowledge and critical understanding of the fundamental principles of choreography will be its outcome. This will be developed through the creation of new work in educational or community settings. You will be introduced to a universal set of principles and techniques applicable to any genre, a toolkit enabling and empowering you to create choreography in a collaborative environment. You will reflect on the work you make, and that of your peers, thus deepening your understanding of your work and that of others. While these techniques and strategies will be applied to your own choreographic practice, ensuring relevance to all dance genres, they will also challenge habitual movement patterns, thus encouraging the development of the individual practitioner. Attention will also be paid to the use of specific genre and dance techniques as possible starting points for the development of choreography.

### Learning Objectives

By successfully completing Unit 5c, the learner will:

- Develop a deeper understanding of the potential of the body as an expressive tool
- Demonstrate a clear understanding of the fundamental principles of choreography and their application to the choreographic process
- Conceive, plan and choreograph an original piece of dance on a chosen group

### Assessments

- Conceive, plan and choreograph an original piece of dance on a chosen group

### INDICATIVE CONTENT: UNIT 5C SESSIONS

#### Day 1 – 5

- Fundamental principles of choreography
- Introduction to the use of guided improvisation as a means of exploring and developing the learner's creativity
- Choreography as a process of enquiry
- Motif development
- Choreographic strategy
- Relationship of music and choreography

**Frequently asked questions*****What is the name of the final award I will receive on completion of the programme?***

The award title is Level 6 Diploma in Dance Pedagogy.

***How long do I have to complete my qualification?***

The programme of study is delivered over two years. If at any point during your agreed programme you believe you will not be able to complete the qualification in the agreed timeframe, you should discuss the options with the academic studies programme manager. You have maximum five years (from registration) to complete the whole qualification.

***Can I teach my current classes to meet the requirements of the qualification?***

Absolutely, it is preferable that you have regular teaching to be able to complete the learning and assessments for Unit 2.

***What if I move my permanent residence?***

Please contact academic studies programme manager so that your records can be adjusted and any implications can be discussed.

***What adjustments can be made to the academic requirements based on my needs?***

If you believe you may require adjustments to the assessment process for any of the units, you should discuss this with your personal mentor. They will then be able to support you accordingly throughout your programme and ensure the relevant paperwork is completed and sent to the Swindon Dance as required. Further guidance can be obtained from the academic studies programme manager.

For example if you are dyslexic, you should discuss this with your personal mentor and ask them to complete an 'Application for Reasonable Adjustments' form for each examination you take so that the relevant support can be given and any adjustments can be granted for all written work.

***Once I have completed my qualification, how can I continue my professional development with Swindon Dance & ISTD?***

Once you have completed the qualification, what happens next really depends on you.

- You can apply for Qualified Teacher Learning and Skills (QTLS).
- You can apply for full membership of the ISTD. After becoming a member, you will be eligible to enter candidates for any ISTD examinations.
- You can progress onto the Fellowship qualification, which is the highest teaching qualification offered by the ISTD. Please note that if this is your intention, it is advisable to take the Licentiate examination which will exempt you from Unit 4.
- You can apply for the MA in Professional Practice: Dance Technique Pedagogy programme offered in conjunction with Middlesex University.
- You can consider becoming an Approved Tutor to teach the following units of the ISTD's initial teacher training qualifications, the Level 3 Diploma in Dance Instruction (DDI) and the Level 4 Diploma in Dance Education (DDE):

*DDI Unit 1: Observation and Understanding of Teaching and Learning Techniques*

*DDI Unit 2: Promotion of Health & Safety in Dance*

*DDE Unit 1: Planning Techniques and Evaluation of Dance*

*DDE Unit 2: Dance Teaching Practice*

*DDE Unit 3: Lifespan Development and Learning in Dance*

*DDE Unit 5: Contextual Study of Dance*

For detailed information about these possibilities, please contact the Education & Training Department at ISTD.

## Policies and Procedures

Swindon Dance has published policies and/or procedures regarding the following areas:

- Reasonable adjustments
- Complaints
- children and vulnerable persons protection
- enquiries and appeals
- malpractice
- equal opportunities

Swindon Dance also expects its teachers to abide by its Code of Professional Standards and Practice. This and all the above named policies and procedures can be obtained by email academic studies programme manager: [vicki.plomer@swindondance.org.uk](mailto:vicki.plomer@swindondance.org.uk)

EQUIVALENCE OF LEVELS ON THE REGULATED QUALIFICATIONS FRAMEWORK (RQF)	
<b>Level 3</b>	Equivalent to A-Level standard
<b>Level 4</b>	Equivalent to the first year of a degree or a Certificate of Higher Education
<b>Level 5</b>	Equivalent to the second year of a degree, a Diploma of Higher Education, a Foundation Degree or a Higher National Diploma
<b>Level 6</b>	Equivalent to a Bachelor's degree with or without Honours
<b>Level 7</b>	Equivalent to a Master's degree
<b>Level 8</b>	Equivalent to a Doctoral degree

EQUIVALENCE OF LEVELS ON THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)	
EQF	RQF
<b>Level 4</b>	Level 3: Equivalent to A-Level standard
<b>Level 5</b>	Level 4: Equivalent to the first year of a degree or a Certificate of Higher Education
<b>Level 5</b>	Level 5: Equivalent to the second year of a degree, a Diploma of Higher Education, a Foundation Degree or a Higher National Diploma
<b>Level 6</b>	Level 6: Equivalent to a Bachelor's degree with or without Honours
<b>Level 7</b>	Level 7: Equivalent to a Master's degree
<b>Level 8</b>	Equivalent to a Doctoral degree

<b>CDET</b>	Council for Dance Education and Training
<b>EQF</b>	European Qualifications Framework
<b>ISTD</b>	Imperial Society of Teachers of Dancing
<b>Ofqual</b>	The Office of the Qualifications and Examinations Regulation, the Regulatory Body for England
<b>QTS</b>	Qualified Teacher Status is accreditation that enables the holder to be paid as a fully qualified teacher in state-maintained and special schools in England and Wales.
<b>QTLS</b>	Qualified Teacher Learning and Skills is designed for teachers wishing to practice in the lifelong learning sector in England and Wales. This status is awarded by the Society for Education and Training via a process of Professional Formation.
<b>RQF</b>	The Regulated Qualifications Framework is the unified national qualifications framework for England and Northern Ireland. Only qualifications on this framework will be recognised on the European Qualifications Framework.
<b>Work-based learning</b>	Work-based learning is learning that provides a flexible learning experience that is delivered through work, in work, for work. It provides individuals with an alternative to conventional study and allows them to design their programme based on their interests and needs.

## Contact Details and Information

For information and enquiries regarding any of the information contained in this syllabus, please contact Swindon Dance Qualifications Programme Manager:

Swindon Dance

Regent Circus

Swindon

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### Swindon Dance Website

Full information on Swindon Dance activities, latest news and updates visit Swindon Dance website:

[www.swindondance.org.uk](http://www.swindondance.org.uk)