

NATD

National Association of Teachers of Dancing

Specification

NATD Level 4 Diploma in Dance Teaching

October 2021

Version 4

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1. Qualification objective

The objective of this qualification is to recognise the fundamental skills, knowledge and understanding required for dance teaching. The qualification is designed for those wishing to teach in the private dance sector and also to be used as a recognisable qualification for those wishing to progress into teaching in schools, colleges and the community.

Candidates will be given the opportunity to develop and evidence a range of teaching skills and to reflect on their personal and professional development as a teacher.

Candidates will build upon their knowledge of specific dance genre to gain practical experience in teaching.

The dance genre is non-specific, thereby giving focus to the fundamental elements needed by all teachers for the successful delivery of their chosen subject.

These elements: transferable knowledge and skills; reflective practice through observation and personal assessment; and performance are reflected in the 4 units.

The pre-requisite qualifications demonstrate an industry recognised level of personal performance together with some teaching experience which this syllabus will develop into a more thorough, in-depth understanding of various teaching methods and skills.

2. Progression routes from this qualification

This qualification is relevant for anyone intending to follow a career in dance teaching, either in the private sector or as a peripatetic dance teacher working in the state education sector in schools and colleges. On completion, successful candidates will possess a qualification which indicates a recognised level of competency in teaching practice.

3. Pre-requisites for the qualification

In order to register for the NATD Level 4 Diploma in Dance Teaching, candidates must provide evidence of the following:

- Minimum age of 18 and over
- NATD Associate qualification/or equivalent in the following genres;
Ballet/Classic Ballet/Modern Stage/National Tap/Stage Branch
Tap/Contemporary/Gymnastic Dance
Ballroom/Latin American/Classical Sequence/Freestyle/Street
- NATD Membership
- A current Emergency at Work first aid qualification from a recognised provider (i.e. no more than 2 years old and must be renewed every 2 years or if legislation changes) This can be obtained during the qualification period and submitted with the portfolio
- A current basic safeguarding qualification from a recognised provider (e.g. NSPCC online www.nspcc.org.uk). This should be no more than 2 years old and must be renewed every 2 years or if legislation changes. This can be obtained during the qualification period and submitted with the portfolio

Candidates who hold Associate or other similar qualifications from other awarding organisations may be eligible to apply using recognised prior learning once they have become members of NATD. Please see Section 5 for more details.

4. Registration

Current NATD members should complete an application form which is available in the appendix of this brochure, to download separately from the Level 4 site or NATD Head Office.

The form should be completed and returned to Head Office. The portfolio should be completed and returned to Head Office within 12 months of the date of registration which will be notified to the applicant if all pre-requisites are met. An examiner for the portfolio and viva will be assigned to the candidate at this point

5. Qualification structure

The qualification is made up of 4 mandatory units. These are:

Unit title	Level	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
Unit 1 Observing Dance Teaching and Teaching Strategies	4	60	200
Unit 2 Health, Safety and Safeguarding	4	15	100
Unit 3 Dance Teaching Practice	4	30	200
Unit 4 Personal, Professional Development and Management	4	15	100

6. Recognition of prior learning

Candidates who have prior skills, knowledge and understanding that they wish to be recognised to count towards the achievement of the qualification or the pre-requisites can apply for recognition of their prior learning.

This is a formal process and candidates should complete a form and return this to NATD Head Office.

Examples of prior learning that could be submitted include:

Certificates showing evidence of teaching qualifications gained through other regulated awarding organisations.

Certificates showing evidence of teaching qualifications gained through dance awarding organisations who are members of the Council for Dance, Drama and Musical Theatre. Please note, anyone using teaching qualifications from other Awarding Organisations must become members of NATD before applying to take Level 4. These teaching qualifications must have been taken within the previous 2 years.

Certificates showing achievement of qualifications, courses or training in health and safety, anatomy, physiology, nursing etc.

Evidence of teaching experience including lesson plans, reflection on teaching practice etc.

Evidence will be checked against the pre-requisites, learning outcomes and/or assessment criteria for the units and will follow NATD's Recognition of Prior Learning procedure.

7. Training and the use of mentors

NATD strongly recommends that candidates who register for the NATD Level 4 Diploma in Dance Teaching undertake at least part of their training with a mentor.

A mentor should be an experienced teacher (minimum 5 years experience) or NATD examiner. Please contact Head Office if further information regarding a suitable mentor is required.

8. Total Qualification Time and Guided Learning Hours

Total Qualification Time (TQT) is a measure of the time typically taken for an average candidate to complete a qualification and is made up of:

Guided Learning (GLH): which is the time set aside for directing, teaching or supervising candidates.

Other learning: which includes any other learning which contributes to the qualification but which is not carried out under the direction, teaching or supervision of a teacher/trainer.

9. Reasonable adjustments and special considerations

NATD's policy for reasonable adjustments and special considerations is available for candidates who have either a permanent disability or difficulty or are disadvantaged by a temporary indisposition. Please see the NATD policy for Reasonable Adjustments and Special Considerations on our website at

http://www.natd.org.uk/about/pdfs/reasonable_adjustments_16.pdf

10. Assessment

Each unit is assessed individually by an external NATD examiner. The following methods of assessment are used:

10.1 Portfolio assessment and submission

The Candidates will need to submit a portfolio covering the written requirements for Units 1, 2, 3 and 4. The portfolio should be submitted to Head Office prior to being sent to the assigned examiner, when all units are completed and assessment will be by an NATD examiner. Submission is preferred electronically either by memory stick or e-mail attachment to Head Office. Postage costs of a paper portfolio between Head Office and the examiner will be an additional cost to the candidate.

10.2 Video of practical teaching

Learning outcome 2 of Unit 3 *be able to conduct a microteaching session* will be assessed via a video of the microteaching session which is submitted by the candidate as a component part of the portfolio. The NATD examiner assigned at registration for the candidate portfolio will contact the applicant once the portfolio has been received via Head Office to arrange the date for the viva of the microteaching session.

10.3 Viva (discussion)

Learning outcome 3 of unit 3, *be able to analyse the teaching session* will be assessed via a discussion (viva) with an NATD examiner. The discussion will focus on the videoed teaching session provided for learning outcome 2 of unit 3. The viva may be by teleconference or in person and will be arranged with the candidate by NATD Head Office. The viva will be held approximately 6 weeks after the examiner has received the portfolio.

11. Units

This section sets out the detailed information for each unit. This includes:

- **The purpose of the unit**
- **The learning outcomes and assessment criteria**
The learning outcomes show what a candidate should know, understand or be able to do and the assessment criteria show how a candidate will provide evidence of their skills, knowledge and understanding.
- **Candidate guidance**
Guidance on meeting the assessment requirements for the unit
- **Grading**
How the unit will be graded – pass/not achieved or pass/merit/distinction

11.1 Unit 1 Observing Dance Teaching and Teaching Strategies

11.1.1 Unit purpose

The purpose of this unit is for candidates to observe a range of teaching practice carried out by other teachers and analyse this practice in relation to their own teaching.

11.1.2 Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
1. Be able to observe and record dance teaching	1.1 Observe a range of teaching practice. 1.2 Record observations of teaching practice effectively

2. Understand a variety of teaching methods and learning strategies	2.1 Evaluate the effectiveness of observed teaching techniques. 2.2 Evaluate the effectiveness of different learning strategies on various groups of pupils
3. Understand effective class management	3.1 Evaluate strategies for effective class management 3.2 Evaluate the effectiveness of the use of resources within a class
4. Reflect on own development	4.1 Reflect on own teaching styles and learning strategies 4.2 Explain how strategies for inclusive learning, effective teaching techniques and class management will be put into practice.

11.1.3 Guidance

Learning outcome 1 - be able to observe and record dance teaching practice

This learning outcome is about the ability to observe and record the practice of other dance teachers. The observation of others' practice will enable candidates to develop a sense of their own teaching practice and observe and analyse what will be beneficial for their own practice.

Candidates should observe 25 hours of dance teaching practice covering a minimum of 2 genres. The candidate should complete a record giving details of the observed classes, genre, length, etc. The logs MUST be clearly numbered in date sequence for ease of reference. An observation template is available at <http://www.natd.org.uk/exams/examspecs.asp>

As part of the observation candidates may also be assisting a teacher in a class. This gives the candidate the opportunity to observe the teaching practice whilst also being involved in the class.

Learning outcome 2 - understand a variety of teaching methods and learning strategies and learning outcome 3 - Understand effective class management

Candidates should provide a Teaching Observation Analysis of 5-10 hours of their 25 hours of teaching observation classes. This can be presented in a written format (no more than

one side of A4) or as a video presentation (maximum of 5 minutes). The log numbers of the particular classes from Unit 1 LO 1 should be noted

The analysis should cover the observation of teaching practice across a range of age groups, abilities and a minimum of 2 genres.

The analysis should include:

- How successful classes were structured
- Aims of these classes and whether these were achieved
- Effectiveness of the teaching methods employed during the observation
- Effectiveness of communication/engagement with students
- The use of syllabus and non-syllabus content
- The use of music

The candidate should consider which of their observations to use for the purposes of the analysis to ensure that the analysis covers all the areas required (a range of age groups, abilities and a minimum of 2 genres).

Learning outcome 4 - reflect on own development

Candidates should provide a reflection on the teaching practice they have observed and how they will apply what they have learned to their own teaching practice. This can be presented in a written format or as a video presentation.

Candidates should consider in particular how they can incorporate strategies into their own practice for:

- Inclusive learning – i.e. teaching groups with mixed abilities and needs
- Teaching techniques
- Class management

Candidates should reflect on their own teaching style and compare this to the practice they have observed. It may be useful to consider the following questions:

- How does the teaching practice differ from my own practice?
- What elements of the practice were effective?
- How can I incorporate good practice into my own teaching practice?
- Will I need any further training to be able to develop my practice further?

A template for the reflection is available to download from <http://www.natd.org.uk/exams/examspecs.asp>

11.1.4 Grading

This unit is graded pass/not achieved. All learning outcomes must be met to the required standard for a pass to be awarded.

11.2 Unit 2 Health, Safety and Safeguarding

11.2.1 Unit purpose

The purpose of this unit is for candidates to understand the importance of health, safety, safeguarding and other legal requirements which need to be considered by dance teachers.

11.2.2 Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
1. Understand risk management in a dance environment	1.1 Carry out a risk assessment of a dance teaching venue
2. Understand safe dance practice	2.1 Explain how health and safety is managed in a dance environment 2.2 Explain how health and safety could be managed when teaching students with learning difficulties or disabilities

11.2.3 Guidance

Learning outcome 1 - understand risk management in a dance environment

Candidates will need to provide a risk assessment of a dance teaching venue which is based on their own practice as a teacher. This should include risks in the following categories. Candidates do not have to list all the examples given in each category and may find other risks as part of their teaching practice which they want to include.

Physical risks

- Uneven, slippery, splintered flooring, inadequate lighting/heating, dangerous electrical wires/equipment, furniture with potentially dangerous corners/obstructing the working area, trip hazards, stairs etc.
- Cleanliness and state of toilet/changing areas
- Identification of emergency escape routes
- Security
- Excessive noise external/other building users.
- Safety for students arriving and departing the venue
- Emergency procedures for the building

Insurance cover

- Personal liability and professional indemnity insurance
- Premises insurance
- Responsibilities for the venue, health and safety and emergencies

Specific risks to dancers

- Injury due to lack of warm-up/cool down
- Dehydration
- Inappropriate clothing/footwear/hair style
- Wearing of inappropriate jewellery by themselves or class members
- Attempting movements beyond their capabilities

Specific risks to teachers

- Safeguarding issues

A template for risk assessment can be downloaded from <http://www.natd.org.uk/exams/examspecs.asp>. Candidates are also encouraged to use their own risk assessments.

Learning outcome 2 - understand safe dance practice

Candidates will need to provide an explanation of safe dance practice, including: How health and safety is managed in a dance environment – this can build on the risk assessment provided for learning outcome 1 or could include examples of other types of safe dance practice (e.g. the importance of warm up/cool down). The explanation should also include how the candidate manages health and safety when teaching pupils with learning difficulties or physical disabilities.

This can be presented in a written format (no more than one side of A4) or as a video presentation (maximum of 5 minutes).

11.2.4 Grading

This unit is graded pass/not achieved. All learning outcomes must be met to the required standard for a pass to be awarded.

11.3 Unit 3 Dance Teaching Practice

11.3.1 Unit purpose

The purpose of this unit is for candidates to demonstrate the use of practical teaching skills including lesson planning, class management, communication, use of resources and music and the ability to reflect on their own teaching practice.

11.3.2 Unit learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
1. Be able to plan a consecutive set of lessons	1.1 Explain the aims, methods and resources to be employed for each lesson 1.2 Explain how the lesson plans meet the needs of a range of students 1.3 Evaluate the lessons and how this will impact future lesson planning
2. Be able to conduct a microteaching session	2.1 Demonstrate effective teaching methods 2.2 Communicate effectively with students 2.3 Demonstrate effective class management skills
3. Be able to analyse the teaching session	3.1 Evaluate areas of strength and areas for improvement 3.2 Explain how the evaluation will influence future teaching practice

11.3.3 Guidance

Learning outcome 1 – be able to plan a consecutive set of lessons

Candidates should provide 6 consecutive lesson plans for a mixed ability class.

For theatre genres the students should be working within Grades 1-6

For ballroom genres the students should be working within Rainbow-Bronze level

The lesson plans should include the aims of each lesson, how the lesson will be carried out (for example the work to be covered in the lesson, music/resources planned and teaching methods), and an evaluation of the lesson including strengths and areas for improvement.

The lesson plans should show a continuity and development of work towards an overall aim for that group of students and include detailed activities and goals for each lesson.

Candidates should state the starting point of the group of students and what they are working towards. This could be:

- An examination
- A competition
- Personal goals (for example in gaining confidence, practicing particular techniques or working as part of a group)

Each lesson plan should specify the teaching methods to be used which should reflect the varying ways in which the student will learn at different developmental stages, and takes account of individual needs. The teaching methods could include visual stimulus/demonstration, verbal communication, types of activity chosen etc.

The evaluation of the lesson should include:

- The rate of progress made by the students against the aims and objectives of the lesson
- What went well during the lesson and what could be improved
- Any issues that had to be resolved during the lesson (for example behaviour, ability to respond to instructions, engagement of the students etc)
- How the candidate has resolved any issues and the effect that this has had on the subsequent lessons

A template for lesson plans is available to download from

<http://www.natd.org.uk/exams/examspecs.asp>

Learning outcome 2 - be able to conduct a microteaching session

Candidates will conduct a microteaching session. A microteaching session is a short teaching session with a small group of students which would be videoed by the candidate and presented as part of their portfolio for this unit.

The teaching session should be a maximum of 30 minutes.

The teaching session should be accompanied by a lesson plan which outlines the aims of the session, the students taking part and the teaching methods and resources being employed.

The teaching session should show:

- The teaching methods being employed by the candidate
- The ways in which the candidate communicates with the students
- How the candidate manages the session and the students

The teaching session should reflect a normal teaching environment.

Learning outcome 3 – be able to analyse the teaching session

The candidate will take part in a discussion (viva) with an NATD examiner about the microteaching session. The discussion will last a maximum of 15 minutes. This could be face to face or live remote such as zoom or Skype.

During the discussion the candidate will analyse the teaching session and evaluate what went well and any areas for improvement. The candidate should also be prepared to discuss how their evaluation of this teaching session will inform their teaching practice and their development as a teacher.

11.3.4 Grading

This unit will be graded pass, merit, distinction. The unit grading criteria are as follows:

Pass

The candidate's teaching skills were satisfactory overall with some areas of weakness compensated by areas of strength. Overall, the management of the session was satisfactory with clear selection of teaching techniques and overall a good level of communication maintained with the students in the session. The candidate engaged and motivated the class in a satisfactory way but it was not always sustained throughout the whole session. The candidate was able to reflect on their teaching practice giving some insight into their strengths and areas for improvement. The candidate was able to discuss the effects on their teaching practice.

Merit

The candidate's teaching skills were good overall with minimal areas of weakness shown in teaching ability. Overall, the management of the class was good with a considered and well thought through selection of teaching techniques and overall a very good level of communication maintained with the students in the session. The candidate engaged and motivated the class well overall with only minor lapses seen. The candidate reflected well on their teaching practice, giving thoughtful insight into their strengths and areas for improvement, and the ways in which they would adopt good practice into their own teaching.

Distinction

The candidate's teaching skills were excellent overall and a very good standard of teaching was observed throughout the session. Overall, the management of the session was excellent with the selection of teaching techniques showing real understanding of the needs and level of the students. The candidate maintained an excellent level of communication with the students during the session, meaning a consistent and very good level of engagement and motivation was shown throughout. The candidate was able to provide detailed analysis of the session, giving detailed and comprehensive responses to the

questions asked and showing a clear understanding of their teaching ability and their future development.

Making an overall judgement

Examiners should make an overall judgement about the grade to be awarded for the unit. Grading judgements will be made by learning outcome. Examiners therefore have to decide the grade for the overall unit based on the overarching grade descriptors above to decide the 'best fit' in cases where a candidate has achieved different grades within the unit.

Examiners should justify their decision – this should make reference to the overall ability of the candidate and be set in the context of the grade descriptor for the unit.

If one LO is a Pass and the other a Merit, the examiner must decide whether the Pass is a high Pass according to the assessment criteria and the Merit is a secure Merit, sufficient on balance to award an overall grade of Merit. The particular areas of weakness and strengths should be identified in the "Justification for overall grade".

If the Pass however just meets the assessment criteria with no areas of particular strength and the Merit is not judged to be a high merit, then the overall grade may be a Pass. The particular areas of weakness and any strengths should be identified in the "Justification for overall grade".

If one LO is a Pass and the other a Distinction, the overall grade would be a Merit as both LOs carry equal weight.

11.4 Unit 4 Personal, Professional Development and Management

11.4.1 Unit purpose

The purpose of this unit is for candidates to develop the skills, knowledge and understanding required for professional development and management of their own career as a teacher. This includes understanding of the requirements for owning and running their own business as a private sector dance teacher and also their professional development within either a private dance school or as a dance teacher within the state sector.

11.4.2 Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
1. Understand how to plan for career development as a dance teacher	1.1 Explain your projected career development over 5 years 1.2 Explain how you will resource your career financially 1.3 Explain how you will market your services as a dance teacher
2. Understand the legislative requirements which relate to dance teaching	2.1 Explain the importance of music licensing requirements for dance teachers

	2.2 Explain the importance of insurance for dance teachers
3. Understand how to access professional development as a dance teacher	3.1 Identify key areas of personal professional development as a dance teacher 3.2 Explain how these will contribute to your career development as a dance teacher

11.4.3 Guidance

Learning outcome 1 - understand how to plan for career development as a dance teacher

Candidates will need to provide an explanation of their projected career development over 5 years. This should include an explanation of:

a) How you envisage your career developing

Some questions to consider in responding to this could include:

- Whether you are working as a freelance dance teacher or will be employed by a dance school
- How you see your career developing – for example how you will grow your business if you work for yourself or how you would develop your career as an employee as you gain experience

b) How you will resource your career financially

Some questions to consider in responding to this could include:

- What the projected income and expenses would be for running a dance school e.g. income from classes, private lessons, sub-letting of premises, dancewear sales etc. e.g. expenses would include rent, utility bills, insurance, licences, travel costs, wages etc.
- If you are starting up your own business as a dance teacher how will you fund this? e.g. bank loan, family loan, start –up funding from a charity/government scheme etc.
- If you are an experienced teacher thinking of expanding their business over the next 5 years how will you go about this?
- How will you ensure you comply with employment and legal requirements e.g. self assessment, tax requirements, accounts, record keeping etc.

c) How you will market your services as a dance teacher

Some questions to consider in responding to this could include:

- What sort of advertising will you use to attract students? This could include the use of initiatives like free trial lessons, gaining publicity through other work (for example charity work) etc
- How will you use social media and why?
- How will you market yourself as a dance teacher (this could either be as a business owner or as a prospective employee)

The explanation can be presented in written format (2 sides of A4 maximum) or as a video presentation (10 minutes maximum). Candidates are encouraged to draw on their own resources including business plans, advertising material and/or account records if they have them.

Learning outcome 2 - understand the legislative requirements which relate to dance teaching

Candidates should provide an explanation of legislative requirements relating to dance teaching. This includes:

a) The importance of music licensing requirements for dance teachers

Candidates need to explain the importance of complying with legal requirements for licences including PPR/PRS and how this relates to the work of dance teachers

b) The importance of insurance for dance teachers

Candidates need to explain the importance of having insurance such as public liability – this can be linked to the insurance risks identified as part of the risk assessment in Unit 2.

The explanation can be presented in written format (1 side of A4 maximum) or as a video presentation (3 minutes maximum). Candidates are encouraged to draw on their own resources including business plans and/or account records if they have them.

Learning outcome 3 - understand how to access professional development as a dance teacher

Candidates will need to be able to identify key areas of personal professional development as a dance teacher, linked to their 5 year career plan in learning outcome 1. This could include:

- Qualifications and courses such as further teaching qualifications, dance qualifications in other genres, health and safety, first aid, child protection etc.
- Development of teaching experience including shadowing other teachers, working in the state sector, working in the community etc.
- NATD CPD events such as Congress, workshops, regional events etc.

Candidates will need to explain how these events will contribute to their career development. This would be linked to their 5 year plan in learning outcome 1.

The explanation can be presented in written format (1 side of A4 maximum) or as a video presentation (3 minutes maximum).

11.4.4 Grading

This unit is graded pass/not achieved. All learning outcomes must be met to the required standard for a pass to be awarded.

12. Awarding

The qualification units are graded as follows:

Unit 1 pass/not achieved

Unit 2 pass/not achieved

Unit 3 pass/merit/distinction

Unit 4 pass/not achieved

The overall award of the qualification will be pass, merit and distinction. The grade awarded overall will be derived from the grade awarded in Unit 3.