

# NATD

National Association of Teachers of Dancing

## Candidate Handbook

### NATD Level 3 Certificate for Dance Teaching Assistant

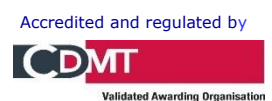
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Founded 1906



## **NATD LEVEL 3 CERTIFICATE FOR DANCE TEACHING ASSISTANT**

### **1. The Qualification**

<b>Qualification Title</b>	<b>Ofqual Qualification Number</b>	<b>CCEA</b>
<b>NATD Level 3 Certificate Dance Teaching Assistant</b>	610/3446/0	610/3446/0

#### **Aims and objectives**

The aim of the NATD Level 3 Certificate for Dance Teaching Assistant is for candidates to acquire knowledge, skills and understanding alongside basic syllabus requirements including safe dance practice for anyone preparing to work as a dance teaching assistant.

Dance teaching assistants support dance teachers in class situations in the private/state and community sectors, usually helping to support groups of learners for a specified period under the supervision of a qualified dance teacher.

The qualification has a specific focus on promoting safe working environments for learners and assistant teachers, developing understanding of requirements for dance teachers, support the development of class content to engage learners and to develop observation skills and reflective practice suitable of supporting learners.

The qualification consists of three mandatory Modules:

- ❖ The first unit focuses on Safe Dance Practice
- ❖ The second develops understanding of teaching methods, observational skills, analysis and reflective practice
- ❖ The third unit focuses on dance pedagogy, basic syllabus knowledge and understanding. This includes a 15 minute live discussion which seeks to strengthen communication skills

#### **Entry Criteria**

##### **Pre-requisites**

- ❖ The minimum age for candidates registering on the qualification is 16 yrs.  
Candidates must have minimum  
Grade 5 qualification in their chosen genre either with NATD or another recognised  
Awarding Organisation  
OR  
Ballroom Styles GOLD & above  
OR  
A vocational qualification at Level 2 in Performing Arts or similar may also be acceptable
- ❖

#### **Recommended knowledge**

Candidates should have a good knowledge of NATD as an organisation.

#### **NATD Membership**

All candidates are provided with free NATD Student Membership (the qualification deposit will equal the student membership fee and enable registration) for the duration of their studies which gives

discounted access to NATD syllabi material and CPD opportunities in support of their studies. Student membership will be available to all candidates upon completion of the qualification.

### Registration

- ❖ To register for the qualification, the candidate's teacher should submit an application form to Head Office along with the non-refundable deposit equivalent to the student membership fee.
- ❖ Head Office will confirm the portfolio submission date to the dance teacher once the form has been received and checked, allowing a minimum of 6 months and a maximum of 12 months for the final submission.
- ❖ Following completion of Unit 3, the dance teacher will be invoiced for balance of the examination.
- ❖ The candidate's teacher will be deemed the mentor and oversee the submission content.

### Progression to further qualifications and training

This qualification is not a pre-requisite for the Level 4 Diploma in Dance Teaching. However, on successful completion of this qualification candidates may wish to progress to the Level 4 Diploma in Dance Teaching or Musical Theatre as well as other forms of further training, study or employment.

### Recognition of prior learning

Recognised Prior Learning is not applicable for this qualification.

### Total qualification time (TQT) guided learning hours, credits

Overall total credits 15 Total Qualification Time (TQT) 150 hrs Guided Learning Hours 15 hrs				
Unit No.	Unit Title	Credits	Study Hours	GLH
3.1	Safe Dance Practice	3	30	20
3.2	Dance Teaching Observation Logs, Analysis and Reflection	6	60	35
3.3	Dance Pedagogy and Live Discussion	4	40	15

### UCAS Tariff Points

In addition to the relevant NATD Graded and Vocational Graded examinations, the Level 3 Certificate for a Dance Teaching Assistant carries UCAS Tariff points. Many universities, colleges and conservatoires use UCAS Tariff points to determine whether an applicant meets the entry requirements for a course or programme of study. The number of points is determined by the grade achieved (i.e. Pass, Merit or Distinction),  
UCAS Tariff Points-please confirm when required

For more information, visit <https://www.ucas.com/ucas/tariff-calculator>

### Qualification content

The qualification consists of two portfolio units and one live assessment. A detailed guidance for candidates including how to complete the various templates, can be found in the Candidates' Handbook [www.natdeducation.org.uk](http://www.natdeducation.org.uk)

## 2. The Portfolio Detailed Guidance

Below is detailed guidance showing you what you need to know in order to demonstrate the understanding of safe dance practice. Once all the elements; templates, logs, video footage etc., are complete, the portfolio should be submitted on a memory stick or other agreed means to Head Office where it will be checked and forwarded to the appointed examiner. The portfolio should be completed using the templates which are available to download from the NATD website at [www.natdeducation.org.uk](http://www.natdeducation.org.uk)

The guidance is divided into the sections of each Unit

### Unit 1 Safe Dance Practice

This section of the portfolio covers health and safety in dance practice and you will be asked to provide examples and short explanations about the following aspects of health and safety.

#### a) **Risk assessment**

The risk assessment is in the form of a table. You will need to provide three examples of potential risks in a dance venue and how you would resolve the risk. Potential risks could include:

Safety of the venue

- ❖ Obstructions or spills or unsafe cables or wires on the floor
- ❖ Stacked furniture near to the space used for the class
- ❖ Potential trip hazards (for example uneven flooring or steps)
- ❖ Availability of safety and emergency information (e.g., fire exits, evacuation plans etc)

Appropriate clothing

- ❖ Students wearing inappropriate clothing that may cause them to trip (e.g., trousers which are too long)
- ❖ The wearing of jewellery

Appropriate footwear

- ❖ The wearing of inappropriate footwear which may cause students to slip.
- ❖ Shoes not tied or secured.

The template asks you to rate the likelihood of these risks occurring, the action required (if any) and who would take responsibility for taking that action

#### b) **Responsibilities for younger students**

As a dance teaching assistant, it is likely that you will be responsible for groups of younger students, which includes looking after their safety and wellbeing before, during and after a lesson. Areas of responsibility could include:

- ❖ Knowing who to inform if an injury occurred during a class
- ❖ Ensuring that students are collected by their parents at the end of the class and supervising them until this time
- ❖ Ensuring that students do not wander off into other parts of the venue or outside the venue whilst you are supervising them
- ❖ Ensuring that students are wearing appropriate clothing and that it is fitted correctly
- ❖ Ensuring that students are wearing appropriate secure footwear
- ❖ Asking students to remove jewellery if it may cause a problem while dancing

### c) **Understanding the importance of a healthy lifestyle**

This section concerns examples and short explanations about aspects of a healthy lifestyle

Nutrition and hydration

You will need to give one example of good nutrition and one example of good hydration explain why these are important.

Good nutrition and hydration could include:

- ❖ Eating a balanced diet
- ❖ Recognising the types of foods that are beneficial for dancers
- ❖ Recognising the effects of high sugar or fat foods on a dancer's performance
- ❖ Understanding how hydration is influenced by factors such as the level and amount of exercise and temperature.
- ❖ Recognising appropriate drinks for hydration

### d) **-General responsibilities as a dance teaching assistant**

Candidates should be aware of the following and the implications for Good Practice as a Dance Teaching Assistant.

- ❖ The NATD Code of Practice
- ❖ The NATD Safeguarding Policy,
- ❖ The NATD Social Media Policy,

<https://www.natd.org.uk/dance/policies>

### **"Social Media" responsibility**

This includes:

- ❖ Being aware of sensitivities around taking photographs of younger children
- ❖ Being responsible about the use of any images taken before, during and after classes and not sharing these online
- ❖ Ensuring that no reference is made to your work as a dance teaching assistant on social media
- ❖ Being aware of the NATD Social Media policy <https://www.natd.org.uk/dance/policies>
- ❖

The areas concerned with promoting good practice:

- ❖ behaving with integrity in all professional and business relationships. Integrity implies not merely honesty but fair dealing, courtesy and consideration
- ❖ striving for objectivity in all professional and business judgements
- ❖ carrying out their work with due skill, care and proper regard for the technical and professional standards expected of them
- ❖ always acting in a respectful manner as to promote and safeguard the interests and well-being of students
- ❖ being aware of and abiding by current data protection legislation
- ❖ complying with all statutory requirements affecting their teaching practice
- ❖ abiding by Health and Safety requirements
- ❖ Awareness of :
  - NATD Safeguarding Policy <https://www.natd.org.uk/dance/policies>
  - NATD Code of Practice <https://www.natd.org.uk/dance/policies>

## **Unit 2 Observation Logs, Analysis and Reflection**

This section contains information about the teaching observation element of the examination. You will need to show that you have observed and/or assisted in classes of your chosen genre. Each teaching observation log will require details about you, the students, the genre, and the aims of the teacher within that lesson.

The following considerations and discussions with the teacher may be of assistance with the template:

### **What were the objectives of the class?**

Your response will need to include details about the objectives of the class. For example:

At the start of working towards a grade/medal award

- ❖ Learning a routine for a show/performance
- ❖ Learning a particular set of movements/steps as part of the syllabus
- ❖ Preparing for an examination

### **What did the teacher do in the class session?**

Your response will need to include details about how the teacher structured the class and what they did. For example:

- ❖ How did the teacher interact with the students?
- ❖ Was the format of the class engaging for the students?
- ❖ What instructions did the teacher give to the students? Did the students follow them?
- ❖ Did the teacher break up the class into groups or did the whole class work together?

### **Did you assist in the class? If so, what did you do?**

You only need to respond to this question if you assisted in the class. If you did assist, your response should include a brief explanation of what you did. For example:

- ❖ Did you work with a small group? What did you do with them?
- ❖ Were you asked to work with an individual? What did you do?

**What did you learn about teaching during the class? How will you put what you have learned into practice?**

Your response should include a brief explanation of what you learned and how you might use it.

This could be about:

- ❖ How to motivate students or give clear instructions
- ❖ Were there any behavioural problems? If so, how were they managed
- ❖ Lesson planning – how to make sure the class is structured properly and that students are engaged
- ❖ Teaching methods – the teaching methods the teacher used
- ❖ Resources – did the teacher use any resources and how you might use them
- ❖ Good practice – were there any examples of particularly good practice – for example using innovative teaching methods or any good ideas that you could use

### **Unit 3 Live Discussion- Dance Pedagogy**

In this unit, there are 2 sections through which you will demonstrate understanding and teaching methods for the two syllabus levels in your chosen genre.

Please choose 1 syllabus level from each option (a) and (b)

**Theatrical Genres + Street**

- a) Class or Preliminary or Grade 1
- b) Grade 2 or Grade 3

**Ballroom Genres + Freestyle**

- a) Rainbow, PSDT up to and including Pre-Bronze
- b) Bronze or Silver

A) You will need to devise one short exercise / routine suitable for each of your chosen syllabus levels and submit these two exercises either in written or video form with the portfolio.

The exercise / routine should be no longer than 16 counts of 4/4 or 16 bars of 3/4 timing. Music suggestions should be chosen by the candidate who performs the work which is filmed and submitted with the portfolio.

If preferred, the exercises may be submitted in written form, clearly noting the steps, directions, arm movements and timing. An optional template is available.

B) Through a viva either in person or via zoom (or similar) with the appointed examiner, you will be asked to demonstrate your knowledge and understanding of the purpose of syllabus exercises together with basic teaching methods and practices from the 2 grades.

The viva will be a minimum of 15 and maximum of 30 minutes.

On submission of the complete portfolio, the appointed examiner will contact the candidate (via the entering teacher) and arrange a mutually convenient time for the discussion. This should be within 4 weeks from the receipt of the portfolio by Head Office.

A report will be sent to Head Office by the examiner and an invoice for the balance of the fee will be sent to the entering teacher. Once this is received, a Certificate will be issued.

## Grading

This unit will be graded Pass, Merit, Distinction. The unit grading criteria are as follows:

### Pass

The candidate's understanding of basic teaching skills were satisfactory overall with some areas of weakness compensated by areas of strength. The candidate could describe basic teaching techniques with an overall satisfactory level of communication. The candidate was at times engaged and motivated in a satisfactory way but it was not always sustained throughout. A depth of knowledge was not sustained across the selected syllabi.

### Merit

The candidate's understanding of basic teaching skills was good overall with only a few areas of weakness. The candidate could describe basic teaching techniques related to the chosen syllabus in a clear and coherent manner with pleasing confidence. The candidate was engaged and motivated with only minor lapses of knowledge. Overall the candidate was able to give thoughtful insight into their strengths and areas for improvement across the selected syllabi.

### Distinction

The candidate's basic understanding and description of teaching skills were excellent overall. An excellent level of communication was maintained throughout the Viva, with a consistent and very good level of engagement and motivation. The candidate was able to provide detailed analysis of the required syllabus, giving detailed and comprehensive responses to the questions asked and showing a clear understanding. The choreographed exercises showed an understanding of working with different abilities.

## Making an overall judgement about the unit

Examiners will award an overall grade for the unit based on their judgement about the quality of each learning outcome. They will match quality of work against the assessment criteria for each learning outcome and the grading descriptor to make a decision about the grade to be awarded for that learning outcome.

The overall grade for the unit will be calculated as follows, based on the grade awarded for each learning outcome.

LO1	LO2	LO3	Overall
Pass	Pass	Pass	Pass
Merit	Pass	Pass	Pass
Merit	Merit	Pass	Merit
Merit	Merit	Merit	Merit
Distinction	Merit	Pass	Merit

Distinction	Pass	Pass	Pass
Distinction	Distinction	Pass	Merit
Distinction	Distinction	Merit	Distinction
Distinction	Merit	Merit	Merit
Distinction	Distinction	Distinction	Distinction

### Awarding the qualification

The qualification result will be graded pass, merit and distinction.

Unit 1 Pass/Not Achieved

Unit 2 Pass/Not Achieved

Unit 3 Pass/Merit/Distinction

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

