

NATD

National Association of Teachers of Dancing

Candidate Handbook

NATD Level 4 Diploma in Dance Teaching

October 2023

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Founded 1906



Candidate Handbook Level 4 Diploma

This candidate guidance contains information about the examination including the completion and submission of the portfolio and the assessment of a micro teaching session.

1 .Aims and objectives of the qualification

The objective of the NATD Level 4 Diploma in Dance teaching is:

For learners to understand safe dance practice

To demonstrate skills and knowledge required to successfully deliver the genre.

To gain knowledge and understanding of teaching skills through observation and teaching practice

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.

This qualification will allow membership to the NATD. The membership level will be based on evidence and experience (refer 7. Membership)

2. Application

Please contact Head Office/Download an application form from the website www.natd.org.uk

An application form will be accepted on confirmation that:

- the applicant is 18 years (minimum age)
- holds an NATD Associate/ similar qualification/related degree /Has Significant Industry Experience.
- is a current NATD member/ or has completed a membership application form.

Non NATD members

Applicants who hold qualifications with other Ofqual recognised awarding organisations/Dance or related Degree/ have Significant Industry Experience may apply for NATD membership and their qualifications or experience would enable access towards a Level 4 NATD Diploma of Dance Teaching. Please contact Head Office.

3. Recognition of prior learning

The recognition of prior learning, either as previous occupational skills, achievements, or qualifications such as a related degree, may count towards the requirements of assessment for the Level 4 Diploma. Please contact Head Office if you think this may apply so that relevant evidence can be submitted.

A formal application should be submitted before starting the process so that the application may be logged, and evidence formally assessed for acceptance or otherwise.

Examples of prior learning and evidence

Example of prior learning	Evidence
Qualifications from a regulated recognised dance awarding organisation.	Certificate and supporting evidence of modules/units studied.
Qualifications from a regulated organisation.	Certificate and supporting evidence of modules/units studied.
Qualifications from dance awarding organisations who are members of the Council for Dance, Drama and Musical Theatre.	Certificate and supporting evidence of modules/units studied.
Health and safety, anatomy, physiology, nursing etc. courses.	Course certificate, portfolio, course material
Experience as a dance teacher.	Learning log, class lesson plans, DVD etc.
Degree or other equivalent qualification from Higher Education or Vocational Training institution (at or above level 4).	Certificate and supporting evidence of modules/units studied.

4. Mentor

NATD does recommend taking the qualification with the help and guidance of a mentor.

A mentor should be an experienced teacher or examiner with NATD or similar. Please contact Head Office if further information regarding a suitable mentor is required. The mentor must not be the Senior Examiner in an applicant's chosen genre due to potential conflict of interests.

The mentor can give help and guidance regarding teaching practice, safe dance practice and good business practice.

5. Total Qualification Time, guided learning hours and credit values

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

Guided Learning: which is the time set aside for directing, teaching, or supervising learners.

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.

Credit is a measure of time based on 1 credit for every 10 hours of learning (both taught and private study). Each unit in the Level 4 Diploma in Dance Teaching is allocated a credit value which indicates the amount of learning needing to be undertaken to achieve the unit. Credit is basically Total Qualification Time divided by 10.

6. Qualification components

Pre-requisites

- the applicant is 18 years (minimum age)
- holds an NATD Associate qualification/ or equivalent in a core genre/ or has Significant Industry Experience.
- is a current NATD member/ or has completed a membership application form.
- Holds an emergency at work first aid qualification (no more than 3 years old)
Or will fulfil the qualification and submit with the portfolio.
- Has a basic safeguarding qualification from a recognised provider (i.e., NSPCC online no more than 3 years old).
Or will fulfil the qualification and submit with the portfolio.

7. Membership

Level 4 Diploma in Dance Teaching - Individual- with an Associate or similar/relevant degree/significant industry experience.

Existing member will have either Ordinary or Extraordinary (4B) membership.

On completion, Ordinary membership is available with the ability to enter students for examinations.

Level 4 Diploma in Dance Teaching - Individual- with no teaching qualification/relevant degree/significant industry experience.

Non-member, Student Membership will be **included in the fee** whilst the qualification is studied.

On completion, Extra-Ordinary (R) membership available **WITH** Restrictions on entering students for examinations.

Extra-Ordinary Restricted Members may enter the following examinations with no end time limit:

Theatrical including Street

Rainbows

One Dance Performance Awards

Juvenile and Junior Medal

Class/Preliminary - SAME GENRE AS LEVEL 4

Junior Bronze/Silver/Gold-in SAME GENRE AS LEVEL 4

Ballroom Genres including Freestyle & Street

Rainbows
PSDT's 1,2 & 3
Pre Bronze 1 & 2
One Dance Tests up to & including Pre-Bronze

8. Qualification Structure

There are 4 mandatory units.

Unit 1 Observing Dance Teaching, and Teaching Strategies.

This unit is about the understanding, recognition and analysis of teaching skills gained from observing a range of classes taught by experienced teacher(s).

Unit 2 Health, Safety and Safeguarding.

This unit is about recognising and implementing safe dance teaching practice. The ability to recognise potential physical risk in a dance teaching situation. Also, the importance of recognising and adapting teaching to the individual taking account of physical, mental and social abilities.

Unit 3 Dance Teaching Practice to include assessment class demonstrating teaching strategies.

This unit is about the ability to plan effective dance lessons and the demonstration of a micro teaching session followed by an interview with a Senior Examiner.

Unit 4 Personal Professional Development and Management.

This unit is about an understanding of good business practice including legal requirements for tax, insurance etc.

Long term planning for professional development in the form of a 5-year business plan.

Long term planning for personal development including Continual Professional Development (CPD).

9. Individual Unit Guidance

9.1 Unit 1 Observing Dance Teaching, and Teaching Strategies

Assessment is via the portfolio.

A) A minimum of 2 dance genres should be included in the 25 hours of observation time. The observation time is to be recorded by the student and signed off by the teaching mentor.

The candidate should complete a time sheet (template provided) detailing observed classes, genre, length, etc. totalling 25 hours. Each observed class must be signed by the teacher taking the class and their qualifications must be noted.

Once completed, the time sheet record must be signed off by the mentor.

B) Written analysis of 10 hours of teaching observation which should include differing ages/abilities. A template is available.

An in depth analysis of 10 hours of observed teaching including varying ages, abilities, genres should be compiled. The template notes class structure, aims, teaching methods i.e., working as a whole class, in groups, 1:1; use of non-syllabus and syllabus content, range of different music etc.

Also required is an assessment regarding the success of varying teaching methods, use of the teacher's personality, ways that the class was controlled, engaged and focused and whether the aims were achieved.

C) A reflection (one side maximum of A4) by the candidate on a projected adjustment to their teaching methods, following the observation analysis. Factors such as differing physical/mental abilities of pupils should be the focus.

The candidate should reflect on their own teaching methods with reference to the observations in (A) and (B). The reflection should encompass good practice for the future and the recognition of unsatisfactory teaching practice with particular reference to working with classes of mixed ability.

The reflection is to be one page of A4.

Unit Assessment criteria

Pass

9.2 Unit 2 Health, Safety and Safeguarding

Assessment is by portfolio

A) Evidence of completion of the two external courses is required.

- 1) Health and Safety- A basic safeguarding course e.g. the online course provided by NSPCC
- 2) Emergency First Aid-An Emergency at Work 1 day course e.g. provided by St. John's etc.

B) The candidate should provide a Risk Assessment

in relation to teaching dance and specifically their chosen genre to include:

Preparation of the physical space before teaching, any hazardous floor areas, furniture edges, adequate lighting/heating etc

Public Liability Insurance cover

Safeguarding issues for a teacher i.e., not being a sole adult with a child(ren), guidelines for physical contact when teaching, Disclosure and Barring (DBS) checks

Good practice: accommodating a range of ages and abilities, respect for all individuals, use of warm-up/cool down.

A sample template is provided for a risk assessment which should be completed prior to teaching any dance genre.

The candidate should be able to identify the following potential risks and the likelihood of these being gauged low/medium/high factors on the risk assessment. The following list is not exhaustive.

Should any risk materialise, the consequence for any students must be considered.

1) Physical hazards:

- 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 adequate toilet/changing areas.
- Clearly identified fire escapes
- Secure area for personal possessions
- Excessive noise external/other building users.
- Safe zone for dropping off/student collection.
- Clear emergency procedures for the building

2) Insurance cover

- Personal liability and professional indemnity insurance
- The premises should have insurance.
- Clarity for responsibility for the venue, health and safety and emergencies

3) Specific risks to dancers

- Injury due to lack of warm-up/cool down.
- Dehydration

- Inappropriate clothing/footwear/hair style
- Wearing of jewellery by themselves or class members
- Attempting movements beyond their capabilities

4) Specific risks to teachers

Safeguarding issues, not being alone with a child
Should display current DBS check.

C) A reflection (one side maximum of A4) by the candidate on “Safe Dance Teaching Practice” This should reflect on managing a class with differing abilities, recount any experience of teaching students with physical and/or mental disabilities and explain the importance of warm up and cool down giving examples of safe dance practice from own experience.

The candidate should reflect on their own teaching experience. The reflection should encompass good practice with reference to working with classes of mixed ability with a focus on health and safety.

The reflection is to be one page of A4.

Unit Assessment criteria

Pass

9.3 Unit 3 Dance Teaching Practice

Assessment is by portfolio and viva.

A) By Portfolio :

*6 lesson plans for varying abilities/ages incorporating aims/method/evaluation/reflection
Template available.*

The lesson plans should cover 6 consecutive classes showing a continuity of work that works towards an overall aim with detailed activities and goals for each lesson.

The overall aim could be towards an examination requiring a boost in confidence and performance in addition to technical skills. It is necessary to state what level the students are at and what the lesson is intended to achieve.

Teaching methods should reflect the varying ways in which children learn at different developmental stages, i.e., visual, verbal, through activity, through play etc. There should be acknowledgement of differing abilities with consideration to individual needs and potential difficulties.

Evaluation should involve progress and assessment during the class.

Reflection should be objective, highlighting both positive and negative aspects of the lesson as well as direction for the next lesson.

*B) i) Video of a micro class teaching session 25-30 minutes presentation
Lesson plan in portfolio. Please submit in MP4 format.*

ii) Viva via zoom, Skype (or similar) with Senior Examiner/QA manager on the presentation class. Max 15 mins

Candidates should provide a video of themselves teaching a class with 4-6 candidates.

Theatrical candidates should present a class of minimum Grade 1 standard.

Ballroom/Freestyle/Street candidates should present a class of minimum bronze standard.

The lesson plan must be sent to Head Office along with the video clip. Please submit the video clip in MP4 format.

The Senior Examiner/Quality Assurance Manager will conduct an interview of no more than 15 minutes with the candidate. This may concern any aspect of the micro-teach and could be in person or via zoom, skype etc.

Unit Assessment criteria

Pass

Merit

Distinction

9.4 Unit 4 Personal Professional Development and Management

Assessment by portfolio

A) A business plan and/or career plan for the next five years (min 1000 words.)

To include

Projected income and expenses

A paragraph that identifies the projected income from e.g. classes, private lessons, sub-letting of premises, dancewear sales etc. Expenses would be rent, utility bills, insurance, licences, travel costs, wages etc.

This will reflect the candidate's personal experience. An established teacher should be able to project income and expenses for a dance school whereas a newer teacher may discuss financial and marketing plans for starting a dance school. Alternatively, an understanding of the responsibilities of running a dance school should be evident.

Source of finance (if applicable)

If finance is required to start a dance school or be available initial funds, this could refer to a potential bank loan, family loan, start –up funding from a charity/government scheme etc.

If an experienced teacher wishes to expand their business, this should be reflected in terms of the source of any potential capital investment.

Marketing

A clear vision with regards to the advertising and marketing of the business is required. Use of social media targeting as well as traditional adverts are required. Initiatives on how to grow the business need to be considered, the use of free trial lessons, charity work in return for publicity etc.

Understanding of tax obligations, record keeping, accounts

Applicants must show an understanding of their current tax obligations, personal income tax, vat.

If self-employed then self-assessment and the requirement to keep records of income and expenditure.

Music licences PPL/PRS

All teachers must be aware of the current required licences for the use of music whether in their own or hired premises.

Public Liability Insurance

All teachers must be aware of the need for Public Liability Insurance whether they are employees or self-employed and must take responsibility for ensuring the correct cover is in place.

Projected career path including CPD.

Teachers must be able to formulate a 5-year career plan which uses Continual professional Development as a tool and measure of their ongoing professional development. Attendance at course, congress, workshops, and the pursuit of further qualifications are all factors which should be identified.

An understanding of the NATD CPD certificate is required.

Unit Assessment criteria Pass