



NATD
**NATIONAL ASSOCIATION OF
TEACHERS OF DANCING**

LEVEL 4 DIPLOMA IN DANCE TEACHING



National Association of Teachers of Dancing

National House,
Turnfields Court,
Thatcham,
Berkshire,
RG19 4PT
+44 01635 868 888
exams@natd.org.uk

**CLICK OR SCAN TO
DOWNLOAD YOUR
RESOURCE PACK
HERE**





TABLE OF CONTENTS

THE QUALIFICATION SUMMARY

Aims and Objectives
Qualification structure
Total Qualification Time/Guided Learning Hours/Credits
Grading
Assessment and Submission

ACCESS AND REGISTRATION

Entry Criteria
Application & Enrolment Process
Recognition of Prior Learning
Training and Mentors
Progression Routes from the qualification
Reasonable Adjustments and special Considerations

UNIT 1 OBSERVING DANCE TEACHING AND TEACHING STRATEGIES

UNIT 2 HEALTH, SAFETY AND SAFEGUARDING

UNIT 3 DANCE TEACHING PRACTICE

UNIT 4 PERSONAL, PROFESSIONAL DEVELOPMENT AND MANAGEMENT





LEVEL 4 DIPLOMA IN DANCE TEACHING

THE QUALIFICATION

Qualification Title	Ofqual Qualification Number	CCEA
NATD Level 4 Diploma in Dance Teaching	603/1944/6	603/1944/6

AIMS AND OBJECTIVES

The aim of the NATD Level 4 in Dance Teaching is to recognise the fundamental skills, knowledge and understanding required for teaching dance in addition to specific genre expertise. It 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. They will build upon their knowledge of a specific dance genre demonstrate practical experience in teaching.

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

THE FOUR UNITS OF STUDY:

- **Unit 1** Observing Dance Teaching and Teaching Strategies
- **Unit 2** Health, Safety and Safeguarding
- **Unit 3** Dance Teaching Practice
- **Unit 4** Personal, Professional Development and Management





QUALIFICATION STRUCTURE

Unit title	Level	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credits
Unit 1 Observing Dance Teaching and Teaching Strategies	4	10	100	10
Unit 2 Health, Safety and Safeguarding	4	10	100	10
Unit 3 Dance Teaching Practice	4	30	200	20
Unit 4 Personal, Professional Development and Management	4	10	100	10

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.

GRADING

Each unit is assessed individually by an external NATD examiner.

Unit 1 Pass or Fail

Unit 2 Pass or Fail

Unit 3 Pass, Merit, Distinction

Unit 4 Pass or Fail

Overall grade is based on Unit 3 result

PORTFOLIO ASSESSMENT AND SUBMISSION

Candidates submit a portfolio covering the requirements for Units 1, 2, 3 and 4. electronically to Head Office

VIDEO OF PRACTICAL TEACHING AND FOLLOW UP DISCUSSION

Learning outcome 2 of Unit 3 “to conduct a micro-teaching session” will be assessed via a video of the micro-teaching session which is submitted by the candidate as a component part of the portfolio. The NATD examiner will contact the applicant once the portfolio has been received via Head Office to arrange the date for the follow up discussion.

The discussion will be a live stream (e.g, zoom) and arranged with the candidate approximately 2-4 weeks after the examiner has received the portfolio.





ENTRY CRITERIA

To enrol for the NATD Level 4 Diploma in Dance Teaching, candidates must provide evidence of the requirements set by the NATD:

- A minimum age of 17 years to begin the course. The diploma will only be issued once the candidate reaches 18 years of age.
- An Intermediate or Student qualification in any NATD genre, or a qualification from any recognised awarding organisation.

APPLICATION & ENROLMENT PROCESS

1. Complete the Application Form

Applicants should complete the application form, which can be downloaded from the NATD website. www.natd.org.uk

2. Submit the Application

To enrol, submit the completed application form to Head Office by emailing exams@natd.org.uk, along with scanned copies of evidence of your qualifications.

3. Approval and Temporary Student Membership

Once your application has been approved, you will be notified and asked to pay the temporary student membership fee. This membership only remains valid for the duration of your studies.

4. Membership Confirmation

After payment is received, Student Membership will be granted. You will then be issued with a membership number and provided with access to the NATD website.

5. Course Start and Portfolio Information

All paperwork will then be processed, and you will be contacted with details about starting the course and the portfolio submission date. The portfolio must be submitted within 12 months of the course start date.

6. Assessment and Final Invoice

After the portfolio has been submitted and assessed, a final invoice will be sent to you.

7. Certificate Issued

Once the final payment has been received, your report form and certificate will be issued and sent to you.

REGISTRATION OF PRIOR LEARNING

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





TRAINING AND THE USE OF MENTORS

NATD strongly recommend 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 for guidance if required

PROGRESSION ROUTES FROM THIS QUALIFICATION

On completion, successful candidates will possess a qualification which indicates a universal recognised level competency in teaching practice. This qualification will enable candidates to become full NATD members.

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.





UNIT 1

OBSERVING DANCE TEACHING AND STRATEGIES

Templates are available to download from the NATD website

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

Learning outcomes	Assessment criteria
1. Be able to observe and record dance teaching	1. Observe a range of teaching practice. 2. Record observations of teaching practice effectively
2. Understand a variety of teaching methods and learning strategies	1. Evaluate the effectiveness of observed teaching techniques. 2. Evaluate the effectiveness of different learning strategies on various groups of pupils
3. Understand effective class management	1. Evaluate strategies for effective class management 2. Evaluate the effectiveness of the use of resources within a class
4. Reflect on own development	1. Reflect on own teaching styles and learning strategies 2. Explain how strategies for inclusive learning, effective teaching techniques and class management will be put into practice.





LEARNING OUTCOME 1- BE ABLE TO OBSERVE AND RECORD DANCE TEACHING PRACTICE

A) TASK

Candidates should observe 10 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.

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

LEARNING OUTCOME 3 - UNDERSTAND EFFECTIVE CLASS MANAGEMENT

B) TASK

Candidates should provide a Teaching Observation Analysis

This should cover 5 hours of the teaching observation classes and 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 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





LEARNING OUTCOME 4 - REFLECT ON OWN DEVELOPMENT

C) TASK

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

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?

GRADING

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





UNIT 2

HEALTH, SAFETY AND SAFEGUARDING

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.

Learning outcome 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

Learning outcome 2 - understand safe dance practice

TASK

A) 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
- 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).

GRADING

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





UNIT 3

DANCE TEACHING PRACTICE

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

Unit learning outcomes and assessment criteria.

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





LEARNING OUTCOME 1 – BE ABLE TO PLAN A CONSECUTIVE SET OF LESSONS

A) TASK

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

Theatre genres - the students should be working within Grades 1-5

Ballroom genres - the students should be working within Rainbow-Bronze level

To include:

- Aims of each lesson
- How the lesson will be carried out (for example the work to be covered in the lesson) music/resources planned
- Teaching methods
- Evaluation of the lesson including strengths and areas for improvement
- Development of work towards an overall aim
- 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)

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





LEARNING OUTCOME 2 – BE ABLE TO CONDUCT A MICRO- TEACHING SESSION

B) TASK

Candidates will conduct a micro-teaching session. This 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

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 methods used by the candidate
- How the candidate communicates with the students
- Candidate management of the session

LEARNING OUTCOME 3 – BE ABLE TO ANALYSE THE TEACHING SESSION

C) TASK

The candidate will take part in a live stream discussion (e.g zoom) 15-30 mins with an NATD examiner.

During the discussion the candidate will analyse the teaching session, reflect 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.





GRADING

PASS

The candidate's teaching skills were satisfactory overall with some areas of weakness compensated for by areas of strength. Session management was satisfactory with clear selection of teaching techniques and generally a sound 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 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. Class management was good with a considered and well thought through selection of teaching techniques, generally a very good level of communication maintained with the students in the session. The candidate engaged and motivated the class well 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 and a very good standard of teaching was observed throughout the session. Session management 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, ensuring a consistent and positive level of engagement throughout. Detailed analysis of the session, giving comprehensive responses to the questions asked and showing a clear understanding of their teaching ability and their future development.





AWARDING

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 refer 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.





UNIT 4

PERSONAL, PROFESSIONAL DEVELOPMENT AND MANAGEMENT

The purpose of this unit is for candidates to develop the skills, knowledge and understanding required for professional development and management of their own teaching career. 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 the state sector.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
1. Understand how to plan for career development as a dance teacher	1. Explain your projected career development over 5 years 2. Explain how you will resource your career financially 3. Explain how you will market your services as a dance teacher
2. Understand the legislative requirements which relate to dance teaching	1. Explain the importance of music licensing requirements for dance teachers 2. Explain the importance of insurance for dance teachers
3. Understand how to access professional development as a dance teacher	1. Identify key areas of personal professional development as a dance teacher Explain how these will contribute to your career development as a dance teacher





LEARNING OUTCOME 1 - UNDERSTAND HOW TO PLAN FOR CAREER DEVELOPMENT AS A DANCE TEACHER

A) TASK

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

TO INCLUDE HOW YOU ENVISAGE YOUR CAREER DEVELOPMENT

- Whether you are working as a freelance dance teacher or 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

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, dance wear sales etc.
- e.g. expenses would include rent, utility bills, insurance, licenses, 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,

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)





LEARNING OUTCOME 2 - UNDERSTAND THE LEGISLATIVE REQUIREMENTS WHICH RELATE TO DANCE TEACHING

B) TASK

Candidates should provide an explanation of legislative requirements and good, safe practice relating to dance teaching.

The explanation can be presented in written format (2 side of A4 maximum) or as a video presentation (5 minutes maximum).

Candidates may include their own resources, including policy links on websites, scans of insurance documents etc. if they have them.

- Candidates need to explain the importance of complying with legal requirements for licenses including PPR/PRS and how this relates to the work of 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.
- Accident Book /first Aid Kit
- Public facing policies -refer to current NATD guidance
- NATD Code of Practice/DBS -refer to current NATD guidance
- Social media current challenges for dance teachers
- GDPR and how this relates to dance teachers





LEARNING OUTCOME 3 - UNDERSTAND HOW TO ACCESS PROFESSIONAL DEVELOPMENT AS A DANCE TEACHER

C) TASK

Candidates will need to be able to identify key areas of personal professional development as a dance teacher.

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.

The explanation can be presented in written format (2 sides of A4 maximum) or as a video presentation (5 minutes maximum).

GRADING

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



APPENDIX 1

LEVEL 4 DIPLOMA REQUIRED ELEMENTS

BASIC LEVEL 4 REQUIREMENTS	NATD QUALIFIED TEACHERS TOP-UP OPTION
UNIT 1 Dance Teaching Practice 3 tasks a) 10 Hours Observation b) Teaching Method Analysis from 5 hours observation c) Reflection on own teaching style	NOT REQUIRED a/b/c Exemption as experience = prior learning Evidence required of 1 x NATD Associate
UNIT 2 Health, Safety and Safeguarding 4. tasks a) Risk assessment b) Explanation of safe dance practice c) Basic First Aid cert d) Basic Safeguarding cert	a) Evidence of Studio Risk Assessment b) Evidence of Policies/ Code of Conduct c) Basic First Aid certificate d) Basic Safeguarding certificate
UNIT 3 Dance Teaching Practice 3. tasks a) 6 lesson plans b) Micro teaching lesson c) Viva evaluation	NOT REQUIRED a/b/c Exemption as experience = prior learning Evidence required of 1 x NATD Associate
UNIT 4 Personal, Prof Dev and Management 2. tasks a) 5-year Career projection b) Legal Requirements	NOT REQUIRED Task a Exempt with evidence of Qualifications taken/CPD during previous 2 years Task b Exempt with evidence of: Licences Insurance School policies