

**Graded Qualifications Alliance (GQAL)**

**Specification**

**for**

**Certificate in Dance Teaching Assistant. L3 RQF**

**Regulated Qualification Framework**

**Graded Qualifications Alliance**

**Garden Street**

**Leicester**

**LE1 3UA**

**Specification September 2020**

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## 1. Rationale

This specification meets the requirements of the government regulators for England (Ofqual - the Regulated Qualification Framework RQF), Wales (Qualification Wales) and Northern Ireland (Council for the Curriculum, Examinations and Assessment). It has been developed to meet the need for awards that recognise the acquisition of knowledge, skills and understanding through experience and study of the teaching of dance in a diverse range of settings including the independent and state sector, part time and full time teaching and learning. It does not give candidates qualified teacher status (QTS) for general teaching in the state sector.

This diverse range of settings requires a structure and mode of delivery which is pedagogical and flexible as well as occupationally and vocationally specific for the teaching of dance genres. This is reflected in (i) the design of the specification together with (ii) its associated learning materials and (iii) assessment methodology. This is based on performance assessment and action research rather than on vocationally or occupationally specific competencies.

The specification and programme of study guides indicate expectations of what the learner is expected to know, understand and do. The way the learner does this, the content, types of practice, processes and products generate outcomes that are relevant to the learner and the context(s) to which they belong. It is the quality of performance that is assessed and not a list of observed actions.

The result is a distinctive set of awards which emphasise the importance of reflective practice, performance and the acquisition of transferable knowledge and abilities because it:

- takes into account the context and culture of the setting for teaching and learning;
- promotes reflective practice and the integration of personal and practical skills;
- provides the basis for relevant assessments of individual performance;
- is designed to encourage the development of communities of professional practice;
- promotes continuous professional development;
- provides an approach to the dissemination of best practice.

## 2. Specification Description

The specification provides a coherent programme of study at RQF Level 3, with opportunities to progress to the Level 4 Certificate in Dance Teaching and then to the Level 5 Diploma in Dance Teaching Leadership and Management. These qualifications may lead to further progression and continuing professional development. Delivery is through a programme supported by mentors, a taught induction and distance teaching and learning. The learning modules have been developed to meet the needs of learners in various settings, they have built in learning progression and assessments.

The final awards are made on the basis of an assessment of performance conducted by two assessors which incorporates a learning journal, written modules, an observed lesson and an interview. The final award at Assessment Review is a holistic assessment of the knowledge, skills and understanding demonstrated by the candidate. Awards made are Pass, Pass with Merit, or Pass with Distinction.

This specification offers learners the scope to study progressively, including action research within their own teaching context. This encourages a comprehensive understanding of the nature and delivery of teaching and learning in settings and contexts that are appropriate for them. Specification aims and objectives clearly

emphasise the requirement for personal involvement, engagement in reflective practice, the development of teaching practices and the capacity to transfer these to other settings. There is an explicit requirement for the demonstration of 'performance' and an expectation that learners will be able to demonstrate the necessary knowledge, skills and understanding for effective practice. The structure and method of assessment require learners to demonstrate:

- levels of performance compared to set minimum expectations;
- engagement in creative, critical and reflective practice;
- an ability to identify, describe and discuss key issues, practices and understandings relevant to the context and setting in which they operate.

### 3. Specification Aims

The course of study is intended to place a clear emphasis on the progressive demonstration of the qualities and attributes necessary for the foundation of teaching. Courses of study and learning opportunities based on this specification should provide appropriate coverage of the following specification aims:

- promotion of critical, creative and reflective practice to teaching and learning;
- integration of personal and practical skills;
- development of communities of interest and practice;
- formation of networks that support continuing professional development;
- promotion of continuous professional development;
- promotion of safe working and well being practices for teacher and learner;
- understanding the duties and responsibilities required when teaching dance.

The specification provides opportunities for individuals to develop:

- creative expression;
- critical thinking and analytical skills;
- organisation and problem solving;
- their knowledge, skills and understanding.

### 4. Specification Objectives

The course of study based on this specification provides opportunities for:

- active and purposeful engagement in the pedagogical foundations of dance;
- demonstrating through performance the knowledge, skills and understanding described as the minimum expectations for performance at the level for which an award is being sought;
- performance work based on sound principles that pay due regard to the health, and safety, well being and safeguarding of those involved;
- systematic preparation of a journal of reflective practice in a form appropriate to the needs of the learner and which demonstrates a capacity for 'reflection'.

### 5. Progression

Progression is achieved through the graded examination structure. This specification i.e. **Certificate in Assistant Teacher at RQF Level 3** may lead to the two further qualifications, a **Certificate in Dance Teaching at Level 4 (RQF)** and a **Diploma in Dance Teaching Leadership and Management at Level 5 (RQF)**, though is not a pre-requisite for the Level 4 or 5 qualification. It can therefore also be considered a stand alone qualification.

The opportunities for progression underline the contribution this GQAL qualification makes to the national provision of training and qualifications for people involved in teaching dance. Individual learners are able to select pathways that provide for continuing personal and professional development as well as opportunities to work towards further and higher qualifications, and to professional and occupational employment.

This award is aimed at people engaged in the foundations of teaching dance in any discipline, form or tradition. Entry to the award is open to any prospective learner who is able to meet the prior conditions for entry. Learners are expected to start at the level appropriate to their experience and prior learning. Special provision may be made for learners with particular educational needs.

## 6. Specification Overview

The specification is arranged as a series of compulsory (Mandatory) and optional (Selectives) modules. When completed the number of modules form a coherent set. The outcomes based nature of these awards means that the final assessment takes place on a single occasion (assessment review). This process ensures that the final reviewed assessment reflects the candidates demonstrable performance of their knowledge, skills and understanding compared to the levels of achievement set out in the Level Descriptions. All the awards require learners to demonstrate achievement through performance in their (i) modules, (ii) learning journal, (iii) observed lesson observations, (iv) interview.

## 7. Learning Content

Learners are expected to have engaged with the knowledge, understanding and practical action research set out in the study guide learning objectives for each module.

<b>Mandatory MA Module: Reflective Practice</b>			
<b>Mandatory MB Module</b> Understanding needs of learners	<b>Selective S1 Module</b> Engaging with learners	<b>Selective S4 Module</b> Teaching learners with additional needs	<b>Selective S7 Module</b> Developing approaches to teaching
<b>Mandatory MC Module</b> Working with individuals and groups	<b>Selective S2 Module</b> Managing relationships in the learning environment	<b>Selective S5 Module</b> Assessment for learning	<b>Selective S8 Module</b> Managing and using IT in a dance school
<b>Mandatory MD Module</b> Management and organisation of learning	<b>Selective S3 Module</b> Planning for learning	<b>Selective S6 Module</b> Making good progress	<b>Selective S9 Module</b> Evaluating teaching and learning
<b>Mandatory ME Duties and Responsibilities Module</b>			

## 8. Total Qualification Time

Each module for the qualification follows a similar pattern and will require about 15 guided learning hours. Learners are required to complete the requisite number of modules for the level. The Study Guide and the Level Descriptions form the basis for assessment and are intended to ensure that both teachers and learners have a clear understanding of what must be taught and what will be assessed.

Qualification	Total Qualification Time	Guided Learning Hours				Credit Value
			Practical Teaching	Reflective Journal	Examination Session	
<b>Assistant in Dance Teaching (3 modules)</b> MA. MB. Any 1 from S1, S4, S7	<b>169</b>	<b>80</b>  <i>75                      25 per module                      +                      5                      Induction</i>	<b>60</b>	<b>27</b>  <i>9 per module</i>	<b>2</b>	<b>16</b>

## 9. Availability of Examinations and Entry Details

GQAL entry requirements are intended to ensure that there are no barriers to restrict access or progression and that equal opportunities exist for all learners. Pre-entry requirements for this award are set out below:

- Candidates must be over 16 years of age when they take the final examination.
- To enter for the Level 3 Assistant Teaching Certificate the candidate must have a Grade 6 or intermediate qualification, or equivalent, in any dance genre/form.
- Recognition of Prior Learning **may not** be applied for.

Centres and mentors are required to provide applicants with information, support, guidance and advice on the programme of study guide, the level of demand, associated requirements and the expectations of performance at the level sought.

Examinations are available through the teacher with a minimum notice period, further details are available from GQAL.

The examination will be conducted by either a Visiting Examiner, or a Remote Examiner. The option of a remote examination is at the discretion of GQAL, Centres/Teachers wishing to have the examination conducted remotely should make a request to GQAL. GQAL reserves the right to insist on remote examining in certain circumstances.

## 10. Duration of the Final Examination

Final examinations are performance based and are structured so that the duration of each examination provides opportunities for candidates to demonstrate achievement both through an observed performance and in discussion with the assessor and through the learning journal. The notional assessment duration for each learner is 75 minutes.

## 11. ASSESSMENT

Candidates will be assessed on three Assessment Components:

1. Observed Teaching (OT)
2. Interview and Journal (IJ)

### 3. Written Modules (WM)

Assessment Component 1 (Observed Teaching) and Component 2 (Interview and Journal) have the following five shared Assessment Objectives:

1. Communication Skills
2. Learning Environment
3. Teaching Methods
4. Classroom Application
5. Professional Practice (only assessed in Assessment Component 2)

Each Assessment Objective is broken down into two Assessment Criteria:

#### Communication Skills

- ~ high expectations
- ~ providing feedback

#### Learning Environment

- ~ organisation for learning
- ~ managing behaviour

#### Teaching Methods

- ~ lesson planning
- ~ teaching strategies

#### Classroom Application

- ~ knowledge and understanding
- ~ teaching skills

#### Professional Practice (only assessed in Assessment Component 2)

- ~ relationships
- ~ duties and responsibilities

Assessment Component 3 (Written Modules) has the following Assessment Objective:

### 6. Research and Reflection.

This Assessment Objective is broken down into ten Assessment Criteria based upon 'Responses' that demonstrate the ability of the candidate to 'discuss' in depth, research and reflect upon the interrelationship between pedagogy and the teaching and learning of dance.

The Assessment Criteria are given below:

### **ASSESSMENT COMPONENT 1: OBSERVED TEACHING (OT)**

**Through which:**

- The **Teaching Assistant's** lesson shows an **awareness** of the appropriate **skills** :

Candidates completing Assessment Components 1 and 2 will be assessed under the following shared common Assessment Categories.

#### **AO1 Communication skills**

*Set high expectations for learners and provide feedback.*

##### **AO 1a High expectations.**

The teaching assistant has expectations of learners' attitudes to learning and communicates that they should achieve. They motivate learners to try, recognise their efforts and ensure that learners take pride in aspects of their work. They use questioning and listening skills and demonstrate an understanding of the ways learners think about subject content.

##### **AO 1b Providing feedback.**

The teaching assistant uses specific language to provide learners with feedback about what they could do to improve their knowledge, understanding and skills. Learners know how to improve their learning. Learners use this feedback.

## **AO2 Learning Environment**

*Structure lessons and the use of resources and manage the behavior of learners.*

### **AO 2a Organisation for learning.**

The lesson organisation encourages an attitude to learning. The lesson structure and resources used encourage learners to develop their learning. Learners have the opportunity to make progress.

### **AO 2b Managing behaviour.**

The teaching assistant sets an example to manage the learners' behaviour for learning (B4L) with clear rules. Inappropriate language and actions are challenged where appropriate.

## **AO3 Teaching Methods**

*Effectively plan lessons, set clear learning aims and objectives and use appropriate teaching strategies.*

### **AO 3a Lesson planning.**

The teaching assistant's lesson is planned, making use of lesson time by sequences of learning, and using lesson resources well. The lesson reflects the aims set out and takes into account differing abilities and learning styles of the learners who make progress in learning knowledge, skills and understanding.

### **AO 3b Teaching strategies.**

The teaching assistant provides time for practice to enable the learners' to embed knowledge, understanding and skills. They introduce subject content and demand more of learners. The teacher uses assessment for learning (A4L) to identify and support learners.

## **AO4 Classroom Application**

*Communicate sound dance genre knowledge through a range of dance teaching strategies.*

### **OT 4a Knowledge and understanding.**

The teaching assistant demonstrates knowledge and understanding of the subject they teach, and of methods of teaching and learning dance. They identify learners' common misconceptions and act to ensure they are improved.

### **OT 4b Teaching skills.**

The lesson has a shape to it whereby the teacher delivers a planned and set of sequences which challenges learners. The plan is adapted by teachers to help learners. Use is made of resources.

## **ASSESSMENT COMPONENT 2: INTERVIEW AND JOURNAL (IJ)**

**Through which:**

- The interview with the **Teaching Assistant**, and scrutiny of the journal shows an **awareness** of appropriate **knowledge and understanding**.

Candidates completing Assessment Components 1 and 2 will be assessed under the following shared common Assessment Categories.

## **AO1 Communication skills**

*Set high expectations for learners and provide feedback.*

### **AO 1a High expectations.**

The teaching assistant has expectations of learners' attitudes to learning and communicates that they should achieve. They motivate learners to try, recognise their efforts and ensure that learners take pride in aspects of their work. They use questioning and listening skills and demonstrate an understanding of the ways learners think about subject content.

### **AO 1b Providing feedback.**

The teaching assistant uses specific language to provide learners with feedback about what they could do to improve their knowledge, understanding and skills. Learners know how to improve their learning. Learners use this feedback.

## **AO2 Learning Environment**

*Structure lessons and the use of resources and manage the behavior of learners.*

### **AO 2a Organisation for learning.**

The lesson organisation encourages an attitude to learning. The lesson structure and resources used encourage learners to develop their learning. Learners have the opportunity to make progress.

### **AO 2b Managing behaviour.**

The teaching assistant sets an example to manage the learners' behaviour for learning (B4L) with clear rules. Inappropriate language and actions are challenged where appropriate.

### **AO3 Teaching Methods**

*Effectively plan lessons, set clear learning aims and objectives and use appropriate teaching strategies.*

#### **AO 3a Lesson planning.**

The teaching assistant's lesson is planned, making use of lesson time by sequences of learning, and using lesson resources well. The lesson reflects the aims set out and takes into account differing abilities and learning styles of the learners who make progress in learning knowledge, skills and understanding.

#### **AO 3b Teaching strategies.**

The teaching assistant provides time for practice to enable the learners' to embed knowledge, understanding and skills. They introduce subject content and demand more of learners. The teacher uses assessment for learning (A4L) to identify and support learners.

### **AO4 Classroom Application**

*Communicate sound dance genre knowledge through a range of dance teaching strategies.*

#### **OT 4a Knowledge and understanding.**

The teaching assistant demonstrates knowledge and understanding of the subject they teach, and of methods of teaching and learning dance. They identify learners' common misconceptions and act to ensure they are improved.

#### **OT 4b Teaching skills.**

The lesson has a shape to it whereby the teacher delivers a planned and set of sequences which challenges learners. The plan is adapted by teachers to help learners. Use is made of resources.

### **AO5 Professional Practice**

*Manage and recognize the diversity of learners' experience and culture, and ensure that a teacher's duties and responsibilities, including safeguarding procedures, are carried out.*

#### **OT 5a Relationships.**

The teaching assistant ensures relationships whereby learners respect each other and the teacher. Teaching strategies reflect the diversity of learners' experiences.

#### **OT 5b Duties and responsibilities.**

The teaching assistant demonstrates knowledge of their duties and responsibilities towards learners and those of the dance school. The teacher has an understanding of safeguarding procedures.

## **ASSESSMENT COMPONENT 3: WRITTEN MODULES (WM)**

Through which:

- **Teacher Assistant's** modules show an awareness of the **area of study**.

Candidates completing Assessment Component 3 will be assessed under the following Assessment Categories.

### **AO6 Research and Reflection**

*Demonstrate the ability to 'discuss' in depth, research and reflect upon the interrelationship between pedagogy and the teaching and learning of dance.*

**AO 6.1** Responses show clear involvement to the requirements of the tasks and assignments.

**AO 6.2** Responses are related to academic research, practical experience, and own views.

**WM 6.3** Responses are reflective.

**WM 6.4** Responses are analytical and critical.

**WM 6.5** Responses are communicated with clarity and coherently.

**WM 6.6** Responses use appropriate 'technical' terminology.

**WM 6.7** Responses show appropriate and varied forms of communication.

**WM 6.8** Responses show knowledge and understanding of ideas and concepts related to dance.

**WM 6.9** Responses show knowledge and understanding of teaching methods.

**WM 6.10** Responses show use is made of references and sources of information are given.

## 11.1 Marking Scheme

ASSESSMENT CATEGORIES & CRITERIA		ASSESSMENT COMPONENT	
		OBSERVED TEACHING	INTERVIEW AND JOURNAL
<b>AO1</b>	<b>Communication Skills</b>		
AO1a	High expectations	5	5
AO1b	Providing feedback	5	5
<b>AO2</b>	<b>Learning Environment</b>		
AO2a	Organisation of learning	5	5
AO2b	Managing behaviour	5	5
<b>AO3</b>	<b>Teaching Methods</b>		
AO3a	Lesson Planning	5	5
AO3b	Teaching Strategies	5	5
<b>AO4</b>	<b>Classroom Application</b>		
AO4a	Knowledge and Understanding	5	5
AO4b	Teaching Skills	5	5
<b>AO5</b>	<b>Professional Practice</b>		
AO5a	Relationships		5
AO5b	Duties and Responsibilities		5
		<b>Total 40</b>	<b>Total 50</b>
<b>AO6</b>	<b>Research and Reflection</b>		<b>WRITTEN MODULES</b>
6.1	Involvement		5
6.2	Relation to sources		5
6.3	Reflection		5
6.4	Analysis and evaluation		5
6.5	Clarity of communication		5
6.6	Technical language		5
6.7	Range of communication forms		5
6.8	Knowledge and Understanding of dance concepts		5
6.9	Knowledge and Understanding of teaching methods		5
6.10	References and sources		5
			<b>Total 50</b>

MARKING GRID						
	0	1	2	3	4	5
<b>Mark Definition</b>	Required standard <b>not</b> demonstrated	Required standard demonstrated in a very <b>limited</b> way	Required standard demonstrated in a way that is sometimes <b>limited</b> and sometimes <b>partial</b>	Required standard demonstrated in a way that is sometimes <b>partial</b> and sometimes of the <b>required</b> standard	Required standard demonstrated	Required standard <b>exceeded</b>

Marks are awarded for the extent to which the performance of a candidate matches the criteria in relation to the appropriate Level Description.

A maximum of 5 marks may be awarded for each single criterion. The maximum possible score for each Assessment Component is: Observed Teaching 40 marks; Interview and Journal 50 marks; Written Module 50 marks.

Each Written Module is marked out of 50, the overall mark of 50 is arrived at following a professional review of all the module marks. The total will not necessarily be an average of each module as candidates marks for each module often progressively improve.

The final Total Mark out of 140 is converted to a percentage Final Score, this determines if the candidate is awarded a Fail, Pass, Pass with Merit or Pass with Distinction.

<b>WEIGHTING OF ASSESSMENT COMPONENTS</b>		
Observed Teaching	Interview & Journal	Written Modules
60%	10%	30%

Candidates are given a visual profile to show their performance in each Assessment Component as well as an overall percentage and level of award.

## 12. Awards of Pass, Pass with Merit, or Pass with Distinction

Depending on the level of performance demonstrated during the examination a candidate may be awarded either a Pass, or a Pass with Merit, or a Pass with Distinction. Each award broadly corresponds with the following descriptions of achievement and requires that the candidate obtains or exceeds the minimum number of marks set as the boundary for the award.

<b>Award</b>	<b>Description of Achievement</b>	<b>Boundary Percentage</b>
<b>Pass</b>	To achieve the award of a Pass the performance of a candidate must reach or partially reach the required standard in most but not necessarily all of the assessment criteria. The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass is that it reaches or partially reaches the required standard indicated in the Level Descriptions.	66%
<b>Merit</b>	To achieve the award of a Pass with Merit the performance of a candidate must reach the required standard in the majority of assessment criteria. The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass with Merit is that it consistently matches and occasionally may exceed the required standard indicated in the Level Descriptions.	76%
<b>Distinction</b>	To achieve the award of a Pass with Distinction the performance of a candidate must reach and exceed the required standard in the majority of assessment criteria. The performance of some candidates may have exceeded the required standard by a considerable margin in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass with Distinction is that it consistently exceeds the required standard indicated in the Level Descriptions.	86%

### **13. Level Descriptions**

Level Descriptions provide a guide to the qualities and extent of the level of performance that candidates are expected to demonstrate. Strength in one area of performance may compensate for weakness in another. The overall achievement necessary to match these descriptions will have been demonstrated by a candidate awarded a Pass. Candidates achieving a Pass with Merit, or a Pass with Distinction, will have matched and exceeded the qualities of performance described. The Level Descriptions form a context for the examiner judgement and when taken as a whole, are indicative of expectations; they are assessed through the Assessment Components and Assessment Criteria.

#### **Level 3. Dance Teaching Assistant**

Candidates will have demonstrated that they can work within controlled and predictable situations and obtain support if required. With appropriate support they are able to take responsibility for planning, organising, delivering and managing their own work. They are able to contribute individually and as a team member in the provision of teaching and learning support activities. They demonstrate understanding of different situations, learning needs, personal and cultural sensitivities, and are able to act responsively to accept directions and to communicate both with learners and colleagues. They demonstrate sustained effort and enthusiasm and a growing awareness of how to respond to the demands placed upon them.

### **14. Candidates with Additional Needs**

Information on assessment, examination and entry requirements for candidates with additional needs are published on the GQAL website and are also provided in the Teachers Handbook. In addition you can contact GQAL Head Office.

### **15. Examination Results**

*Issuing Results* - Results and certificates will normally be issued six weeks after the date of the examination. This time is necessary to ensure that all results are properly standardised and checked by GQAL.

### **16. Repeats**

Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination at that Level is permitted. All examination components must be resubmitted on re-examination.

### **17. Language and Bias**

Every effort has been made to ensure that this specification and associated mark schemes, procedures and materials are free from any form of bias, and have no hidden requirements for entry or assessment. Care has been taken to ensure that the specification, grade descriptions and examination requirements make appropriate demands on candidates both in terms of their physical safety, well being, and expectations of physical and cognitive performance in relation to their age and level of ability.

**18. Statutory Requirements**

It is a requirement that all centres, teachers of this qualification and examiners make themselves aware of and comply with the relevant current legislation, relating to Safeguarding, Health and Safety, Data Protection and Equality.

**19. Validity of Specification**

This specification is valid from the 1<sup>st</sup> September 2020 until 31<sup>st</sup> August 2023.