

**Graded Qualifications Alliance (GQAL)**

**Specification**

**for**

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

**Regulated Qualification Framework**

**Graded Qualifications Alliance**

**Garden Street**

**Leicester**

**LE1 3UA**

**Specification June 2016 – May 2019**

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## 1. Rationale

This specification meets the requirements of the government regulators for England (Ofqual - the Regulated Qualification Framework RQF), Wales (Qualifications 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 assistant teaching of dance in a diverse range of settings including the independent and state sector, part time and full time teaching and learning assistant. It does not give candidates qualified teacher (QTS) or teaching assistant (TA) status for general teaching or teaching assistant 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 assistant 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 assistant teaching and learning;
- promotes reflective practice and the integration of personal and practical skills;
- provides an assessment methodology 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 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 assistant 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 professional practice;
- formation of networks that support continuing 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;

### **4. Specification Objectives**

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

- active and purposeful engagement in the pedagogy of dance;
- performing the minimum expectations 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;
- production of a journal of reflective practice in a form appropriate to the needs of the learner and which demonstrates a capacity for 'reflection'. A reflective journal will hold the personal journey that the learner travels through whilst following a course of study. It will evidence the learner's ability to critically appraise their own thoughts and actions in order to inform their professional judgements and develop their practice.

### **5. Progression**

Progression is achieved through the graded examination structure. This specification i.e. **Certificate for Dance Teaching Assistant 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 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.

## 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>Certificate for Dance Teaching Assistant (3 modules)</b> MA. MB. Any 1 from S1, S4, S7	<b>169</b>	<b>80</b> <i>75</i> <i>25 per module</i> + 5 <i>Induction</i>	<b>60</b>	<b>27</b> <i>9 per module</i>	<b>2</b>	<b>17</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 Certificate in Dance Teaching 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 study guide, the level of demand, associated requirements and the expectations of performance at the level sought. A minimum notice period of 6 weeks is required, further details are available in the Entry Details Booklet.

## 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 final assessment will be based on the two Assessment Components:

1. Observed Teaching (OT)
2. Discussion (Interview and Journal) (DIJ)

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

1. Communication
2. Learning Process
3. Teaching Methods
4. Classroom Application

## 5. Professional Practice

Each Assessment Objective is broken down into Assessment Criteria which are given below:

<p><b>ASSESSMENT COMPONENT 1: OBSERVED TEACHING (OT).</b></p> <p>➤ The <b>Performance</b> of the <b>Teaching Assistant</b> during the lesson shows an <b>awareness</b> of the appropriate skills</p>
<p><b>AO 1 Communication.</b> <i>Set high expectations for learners through motivation and communication.</i></p>
<p><b>OT 1a Communicating motivation.</b> The teaching assistant shows high expectations of all learners' attitudes to learning and communicates that they should achieve well. They motivate learners to try hard, recognise their efforts and ensure that learners take pride in all aspects of their work.</p>
<p><b>OT 1b Communicating how to improve.</b> The teaching assistant uses subject specific language to provide learners with the requirements about what they need to do to improve. They use questioning and listening skills, and provide feedback effectively, and demonstrate understanding of the ways learners think about subject content. Learners know how to improve their learning and use feedback to know what to do next.</p>
<p><b>AO 2 Learning Process</b> <i>Structure lessons and the use of resources and manage the behaviour of learners.</i></p>
<p><b>OT 2a Organisation for learning.</b> The teaching assistant's 'classroom' organisation encourages a positive attitude to learning. Resources are well used which ensures learners consolidate and deepen their learning. Learners make good progress.</p>
<p><b>OT 2b Managing behaviour.</b> The teaching assistant sets a good example. The management of learners' behaviour ensures they learn effectively. Clear rules are enforced, with inappropriate behaviour challenged where appropriate. Learners are engaged with the lesson.</p>
<p><b>AO 3 Teaching Methods</b> <i>Effectively plan lessons, set clear learning aims and objectives and use appropriate teaching strategies.</i></p>
<p><b>OT 3a Lesson planning.</b> The teaching assistant's lesson is planned effectively showing good use of time management by structured sequences of learning, with appropriately selected learning resources. The lesson plan reflects the aims set out and takes into account differing abilities and learning styles of the learners.</p>
<p><b>OT 3b Teaching strategies.</b> The teaching assistant provides adequate time for practice to enable the learners' to embed knowledge, understanding and skills. They introduce subject content progressively to demand more of learners. The teaching assistant uses assessment to support learning, identifying and supporting any learner who is falling behind, enabling almost all to make progress.</p>
<p><b>AO 4 Classroom Application</b> <i>Communicate sound dance genre knowledge through a range of dance teaching strategies.</i></p>
<p><b>OT 4a Knowledge and understanding.</b> The teaching assistant demonstrates knowledge and understanding of the subject they teach, and of contemporary theories and methods of teaching and learning dance. They identify learners' common misconceptions and act to ensure they are corrected.</p>
<p><b>OT 4b Teaching skills.</b> The teaching assistant's lesson has a clear shape to it whereby the teacher delivers a planned and structured set of sequences at a pace which challenges all learners. The plan is adapted by responding to the teachers on-going informal assessment of the progress of different learners, supported by a range of interventions and teaching styles. Good use is made of resources.</p>
<p><b>AO5 Professional Practice</b> <i>Manage and recognise the diversity of learners' experience and culture, and ensure that a teacher's duties and responsibilities, including safeguarding procedures, are carried out.</i></p>
<p><b>OT 5a Relationships.</b> The teaching assistant ensures positive relationships whereby learners respect each other and the teaching assistant, and reflects the diversity of learners' experiences within and beyond their immediate community.</p>
<p><b>OT 5b Duties and responsibilities.</b> The teaching assistant demonstrates sound knowledge of their duties and responsibilities towards learners and those of the dance school. The teaching assistant shows an understanding of safeguarding and health &amp; safety procedures.</p>

<p><b>ASSESSMENT COMPONENT 2: DISCUSSION - INTERVIEW AND JOURNAL (DIJ)</b></p> <p>➤ The <b>PERFORMANCE</b> of the <b>Teaching Assistant</b> at discussion shows an <b>awareness</b> of the appropriate <b>skills</b></p>
<p><b>AO 1 Communication</b>  <i>Set high expectations for learners through motivation and communication.</i></p>
<p><b>DIJ 1a Involvement</b>  The teaching assistant's responses at discussion show clear involvement to the requirements of the tasks and assignments.</p>
<p><b>DIJ 1b Clarity of communication</b>  The teaching assistant's responses at discussion are communicated with clarity and coherently.</p>
<p><b>DIJ 1c Types of communication</b>  The teaching assistant's responses at discussion show appropriate and varied forms of communication</p>
<p><b>AO 2 Learning Process</b>  <i>Structure of lessons; the use of resources; the management of behaviours.</i></p>
<p><b>DIJ 2a Analysis and evaluation</b>  The teaching assistant's responses at discussion are analytical and critical.</p>
<p><b>AO 3 Teaching Methods</b>  <i>Effectively plan lessons, set clear learning aims and objectives and use appropriate teaching strategies.</i></p>
<p><b>DIJ 3a Knowledge and understanding of general teaching methods</b>  The teaching assistant's responses at discussion show knowledge and understanding of general teaching methods.</p>
<p><b>AO 4 Classroom Application</b>  <i>Communicate sound dance genre knowledge through a range of dance teaching strategies.</i></p>
<p><b>DIJ 4a Technical language</b>  The teaching assistant's responses at discussion use appropriate 'technical' terminology.</p>
<p><b>DIJ 4b Knowledge and understanding of dance teaching methods</b>  The teaching assistant's responses at discussion show knowledge and understanding of dance teaching methods</p>
<p><b>AO 5 Professional Practice</b>  <i>Manage and recognise the diversity of learners' experience and culture, and ensure that a teacher's duties and responsibilities, including safeguarding procedures, are carried out.</i></p>
<p><b>DIJ 5c Relation to sources</b>  The teaching assistant's responses at discussion are related to academic research, practical experience, and own views.</p>
<p><b>DIJ 5d Reflection</b>  The teaching assistant's responses at discussion are reflective.</p>
<p><b>DIJ 5e References and sources</b>  The teaching assistant's responses at discussion show use is made of references and sources of information are given.</p>

The **Written Modules** have a **Research and Reflection Component** and the marks are used at the **Final Assessment Review** stage:

The Written Modules have ten Assessment Criteria based upon 'Responses' that demonstrate the ability of the candidate to 'discuss' in depth, research and reflect upon the teaching and learning of dance.

Written Modules will be marked against the follow Assessment Criteria:

<b>Written Modules 'Research and Reflection' Component</b> ~ Teacher Assistant's modules show an awareness of the <b>area of study</b> <b>Candidates should:</b> <i>Demonstrate the ability to 'discuss' in depth, research and reflect upon the teaching and learning of dance by:</i>	
M6.1	<b>Involvement</b> Responses show clear involvement with the requirements of the tasks and assignments.
M6.2	<b>Relation to sources</b> Responses are related to academic research, practical experience, and own views.
M6.3	<b>Reflection</b> Responses are reflective.
M6.4	<b>Analysis and evaluation</b> Responses are analytical and critical.
M6.5	<b>Clarity of communication</b> Responses are communicated with clarity and coherently.
M6.6	<b>Technical language</b> Responses use appropriate 'technical' terminology.
M6.7	<b>Types of communication</b> Responses show appropriate and varied forms of communication.
M6.8	<b>Knowledge and understanding of dance teaching methods</b> Responses show knowledge and understanding of ideas and concepts related to dance teaching.
M6.9	<b>Knowledge and understanding of general teaching methods</b> Responses show knowledge and understanding of general teaching methods.
M6.10	<b>References and sources</b> Responses show use is made of references and sources of information are given.

## Marking Scheme

ASSESSMENT OBJECTIVES & CRITERIA		Component 1 OBSERVED TEACHING (OT)	Component 2 DISCUSSION Interview & Journal (DIJ)
<b>A01</b>	<b>Communication</b>		
OT1a	Communicating motivation	5	
OT1b	Communicating how to improve	5	
DIJ1a	Involvement		5
DIJ1b	Clarity of communication		5
DIJ1c	Types of communication		5
<b>A02</b>	<b>Learning Process</b>		
OT2a	Organisation for learning	5	
OT2b	Managing behaviour	5	
DIJ2a	Analysis and evaluation		5
<b>A03</b>	<b>Teaching Methods</b>		
OT3a	Lesson planning	5	
OT3b	Teaching strategies	5	
DIJ3a	K & U of general teaching methods		5
<b>A04</b>	<b>Classroom Application</b>		
OT4a	Knowledge and understanding	5	
OT4b	Teaching skills	5	
DIJ4a	Technical language		5
DIJ4b	K & U of dance teaching methods		5
<b>A05</b>	<b>Professional Practice</b>		
OT5a	Relationships	5	
OT5b	Duties and responsibilities	5	
DIJ5a	Relation to sources		5
DIJ5b	Reflection		5
DIJ5c	References and sources		5

RESEARCH AND REFLECTION COMPONENT		WRITTEN MODULES
M6.1	Involvement	5
M6.2	Relation to sources	5
M6.3	Reflection	5
M6.4	Analysis and evaluation	5
M6.5	Clarity of communication	5
M6.6	Technical language	5
M6.7	Types of communication forms	5
M6.8	Knowledge and understanding of dance teaching methods	5
M6.9	Knowledge and understanding of general teaching methods	5
M6.10	References and sources	5

MARKING GRID						
Mark Definition	0	1	2	3	4	5
		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

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 is: Observed Teaching 50 marks; Discussion (Interview and Journal) 50 marks; Written Module 50 marks.

Each Written Module is marked out of 50, an overall mark of 50 for all modules 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 as a percentage determines if the candidate is awarded a Fail, Pass, Pass with Merit, or Pass with Distinction.

WEIGHTING OF ASSESSMENT COMPONENTS	
Observed Teaching	Discussion (Interview & Journal) & Written Components
60%	40%

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.

Award	Description of Achievement	Boundary Percentage
Pass	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 in the leaflet 'Advice for Candidates with Additional Needs'. Copies of this are available from GQAL.

### 15. Examination Results

*Repeats of Examinations* - 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.

*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. 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.

**17. 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, and equalities.

**18. Validity of Specification**

This specification is valid from the 1<sup>st</sup> June 2016 until 31<sup>st</sup> May 2019.