

Graded Qualifications Alliance (GQAL)

Specification

for

L3 Certificate: Dance Teaching Assistant

Graded Qualifications Alliance

Garden Street

Leicester

LE1 3UA

Specification February 2024

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1. Rationale

This specification meets the requirements of the government regulators for England (Ofqual – Office of Qualifications and Examinations Regulations), 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 skills, knowledge, and understanding through experience and study of part time and full time teaching and learning in both the state and independent sector. 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 based on performance assessment and action research.

The specification and programme of study guide indicate expectations of what the learner is expected to do, know, and understand. 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 and performance to:

- take into account the context for teaching and learning;
- promote reflective practice and the integration of personal and practical skills;
- provide the basis for relevant assessments of individual performance;
- encourage the development of communities of professional practice;
- promote continuous professional development;
- provide an approach to the dissemination of best practice.

2. Specification Description

The specification provides a coherent programme of study at 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 mentoring, 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 Final Assessment Review is a holistic assessment of the skills, knowledge 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 skills, knowledge,

and understanding for effective teaching. 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 teaching. Courses of study and learning opportunities based on this specification should provide the following specification aims:

- promotion of critical, creative and reflective practice;
- integration of personal and practical skills;
- development of communities of interest and practice;
- formation of networks that support continuing professional development;
- promotion of safe working and wellbeing 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 skills, knowledge, 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, wellbeing 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. The specification **Certificate in Dance Teacher Assistant Level 3** may lead to the two further qualifications, a **Certificate in Dance Teaching at Level 4** and a **Diploma in Dance Teaching Leadership and Management at Level 5**, though is not a pre-requisite for the Level 4 or 5 qualification. They can therefore also be considered standalone qualifications.

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 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

6. Specification Overview

The specification is arranged as a series of Mandatory and Selective 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 candidate's demonstrable performance of their skills, knowledge, 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 observation, (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.

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

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 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	
Assistant in Dance Teaching (3 modules) MA. MB. Any 1 from S1, S4, S7	169	80 <i>75 25 per module + 5 Induction</i>	60	27 <i>9 per module</i>	2	16

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 5 qualification or equivalent, in any dance genre/form (Technical Qualification).
- Recognition of Prior Learning **may not** be applied for.

Applications are provided 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

11.1 Assessment Components

Candidates will be assessed on three overarching **Assessment Components**:

1. Observed Teaching
2. Interview and Journal
3. Written Modules

11.2 Assessment Categories

Assessment Component 1 (Observed Teaching) has the following five **Assessment Categories**:

- Communication Skills
- Learning Environment
- Teaching Methods
- Classroom Application
- Professional Practice

Assessment Component 2 (Interview and Journal) has the following five **Assessment Categories**:

- Communication Skills
- Learning Environment
- Teaching Methods
- Classroom Application
- Professional Practice

Assessment Component 3 (Written Modules – Research and Reflection) has the following five **Assessment Categories** which are assessed through action-based research and reflection in the dance studio:

- Communication Skills
- Learning Environment
- Teaching Methods
- Classroom Application
- Professional Practice

11.3 Assessment Criteria

<p style="text-align: center;">ASSESSMENT CRITERIA</p> <p>Each Assessment Category is broken down into the following Assessment Criteria “<i>Through which the Teaching Assistant shows an <u>awareness</u> of the appropriate skills</i>”:</p>	<p style="text-align: center;">Component 1 OBSERVED TEACHING</p>	<p style="text-align: center;">Component 2 JOURNAL & INTERVIEW</p>	<p style="text-align: center;">Component 3 MODULES Research & Reflection</p>
Communication			
Communicating motivation	✓		
Communicating how to improve	✓		
Involvement		✓	✓
Clarity of communication		✓	✓
Types of communication		✓	✓
Learning Process			
Organisation for learning	✓		
Managing behaviour	✓		
Analysis and evaluation		✓	✓
Teaching Methods			
Lesson planning	✓		
Teaching strategies	✓		
K & U of teaching methods		✓	✓
Classroom Application			
Knowledge and understanding	✓		
Teaching skills	✓		
Technical language		✓	✓
K & U of dance teaching methods		✓	✓
Professional Practice			
Relationships	✓		
Duties and responsibilities	✓		
Relation to sources		✓	✓
Reflection		✓	✓
References and sources		✓	✓

Assessment Requirements for the “Observed Teaching” Component

<p>The PERFORMANCE of the Teaching Assistant during the lesson shows an awareness of the appropriate skills (Level 3):</p>
<p>Communication ~ Set high expectations for learners through motivation and communication.</p>
<p>Communicating motivation. 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>Communicating how to improve. 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>Learning Process ~ Structure lessons and the use of resources and manage the behaviour of learners.</p>
<p>Organisation for learning. 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>Managing behaviour. 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>Teaching Methods ~ Effectively plan lessons, set clear learning aims and objectives and use appropriate teaching strategies.</p>
<p>Lesson planning. The teaching assistants 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>Teaching strategies. 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 teacher uses assessment to support learning, identifying and supporting any learner who is falling behind, enabling almost all to make progress.</p>
<p>Classroom Application ~ Communicate sound dance genre knowledge through a range of dance teaching strategies.</p>
<p>Knowledge and understanding. 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>Teaching skills. 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>Professional Practice ~ 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.</p>
<p>Relationships. The teaching assistant ensures positive relationships whereby learners respect each other and the teacher, and reflects the diversity of learners’ experiences within and beyond their immediate community.</p>
<p>Duties and responsibilities. The teaching assistant demonstrates sound knowledge of their duties and responsibilities towards learners and those of the dance school. The teacher shows an understanding of safeguarding and health & safety procedures.</p>

Assessment Requirements for the “Interview & Journal” Component

The PERFORMANCE of the Teaching Assistant at discussion shows an awareness of the appropriate skills (Level 3)
Communication ~ Set high expectations for learners through motivation and communication.
Involvement The teaching assistant’s responses at discussion show clear involvement to the requirements of the tasks and assignments.
Clarity of communication The teaching assistant’s responses at discussion are communicated with clarity and coherently .
Types of communication The teaching assistant’s responses at discussion show appropriate and varied forms of communication
Learning Process ~ Structure lessons and the use of resources and manage the behaviour of learners.
Analysis and evaluation The teaching assistant’s responses at discussion are analytical and critical .
Teaching Methods ~ Effectively plan lessons, set clear learning aims and objectives and use appropriate teaching strategies.
Knowledge and understanding of general teaching methods The teaching assistant’s responses at discussion show knowledge and understanding of general teaching methods.
Classroom Application ~ Communicate sound dance genre knowledge through a range of dance teaching strategies.
Technical language The teaching assistant’s responses at discussion use appropriate ‘technical’ terminology .
Knowledge and understanding of dance teaching methods The teaching assistant’s responses at discussion show knowledge and understanding of dance teaching methods
Professional Practice ~ 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.
Relation to sources The teaching assistant’s responses at discussion are related to academic research , practical experience , and own views .
Reflection The teaching assistant’s responses at discussion are reflective .
References and sources The teaching assistant’s responses at discussion show use is made of references and sources of information are given.

Assessment Requirements for the “Written Module” (Research & Reflection) Component

<p style="text-align: center;">Candidates should: <i>Demonstrate the ability to comment upon their research and reflection of the teaching and learning of dance by:</i></p>
Involvement ~ Responses show clear involvement with the requirements of the tasks and assignments.
Relation to sources ~ Responses are related to academic research, practical experience, and own views.
Reflection ~ Responses are reflective.
Analysis and evaluation ~ Responses are analytical and critical.
Clarity of communication ~ Responses are communicated with clarity and coherently.
Technical language ~ Responses use appropriate 'technical' terminology.
Types of communication ~ Responses show appropriate and varied forms of communication.
Knowledge and understanding of dance teaching methods ~ Responses show knowledge and understanding of ideas and concepts related to dance teaching.
Knowledge and understanding of general teaching methods ~ Responses show knowledge and understanding of general teaching methods.
References and sources ~ Responses show use is made of references and sources of information are given.

11.4 Marking Scheme

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

ASSESSMENT CATEGORIES & CRITERIA	ASSESSMENT COMPONENTS	
	1 OBSERVED TEACHING	2 & 3 INTERVIEW AND JOURNAL
Communication Skills		
~ High expectations	5	5
~ Providing feedback	5	5
Learning Environment		
~ Organisation of learning	5	5
~ Managing behaviour	5	5
Teaching Methods		
~ Lesson Planning	5	5
~ Teaching Strategies	5	5
Classroom Application		
~ Knowledge and Understanding	5	5
~ Teaching Skills	5	5
Professional Practice		
~ Relationships	5	5
~ Duties and Responsibilities	5	5
	Total 50	Total 50
WRITTEN MODULES (Research and Reflection)		
Involvement		5
Relation to sources		5
Reflection		5
Analysis and evaluation		5
Clarity of communication		5
Technical language		5
Range of communication forms		5
Knowledge and Understanding of dance concepts		5
Knowledge and Understanding of teaching methods		5
References and sources		5
		TOTAL 50

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 50 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 mark for the written modules will not necessarily be an average of each module as candidates marks for each module often progressively improve, this mark will be used to validate the observed teaching and interview/journal components at the final assessment review.

The final Total Mark out of 100 is converted to a percentage Final Score, this determines if the candidate is awarded a Fail, Pass, Pass with Merit or Pass with Distinction.

WEIGHTING OF ASSESSMENT COMPONENTS	
Observed Teaching	Interview & Journal & Written Modules
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%
Merit	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%

Distinction	<p>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.</p> <p>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.</p> <p>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.</p>	86%
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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 contact may be made with GQAL Head Office.

15. Examination 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, wellbeing, 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 September 2023 until 31 August 2027.