

IDTA level 4 Diploma in Dance Teaching Frequently Asked Questions

1. General questions about the qualification

a) Why has the IDTA developed a new qualification?

IDTA is aware of the need to take into account what is happening in the teaching sector as a whole and has carried out research into teaching practice both across the dance sector and also in schools and colleges.

There is also a need for IDTA to show that it's teaching qualifications can be compared to those offered by other dance organisations and also to teaching practice in the state sector so that IDTA teachers can see where their qualifications sit within the sector and use them in schools, colleges and elsewhere.

The qualification also builds on the good practice established with the current Associate requiring candidates to demonstrate a high standard of technique and syllabus alongside showing their knowledge and understanding of safe dance and the ability to teach dance.

b) Why is the qualification titled Level 4 Diploma in Dance Teaching?

This qualification will be regulated by Ofqual, Qualifications Wales and the Council for the Curriculum, Examinations and Assessments (CCEA) in Northern Ireland. This will be submitted to their Register of Qualifications. As such it has to be assigned a level and given a title that reflects its content.

As we are running the current Associate alongside the new qualification as an unregulated qualification for Ballroom, Latin, Classical Sequence and Freestyle learners we cannot call the new qualification an "Associate" as well as this would be a misrepresentation of IDTA qualifications and would confuse learners, tutors and the wider public.

c) Where will the qualification sit in the National Frameworks for qualifications?

The new Level 4 Diploma in Dance Teaching will be regulated by Ofqual and will be part of the national framework of regulated qualifications.

Level 4 is broadly equivalent to the first year of an undergraduate degree programme at University. However this is not to say that the level 4 Diploma is the same as studying in the first year of a University degree programme but that the expectations of skills, knowledge and understanding are similar.

National framework level	Example qualifications
Entry 1, 2, 3	
1	Grades 1-3 GCSE grades D-G
2	Grades 4 and 5 Intermediate Foundation GCSE grades A*-C
3	Grades 6-8 Intermediate and Advanced Foundation GCE A level
4	Advanced 1 and 2 Level 4 Diploma in Dance Teaching 1 st year undergraduate degree
5	2 nd year undergraduate degree
6	Honours degree (BA, BSc etc)
7	Masters degree
8	Doctorate (PhD)

We plan to consider the current Licentiate and Fellowship qualifications for regulation in the future. It is likely that these would sit at levels 6 and 7 in the framework alongside other Licentiate and Fellowship qualifications which are currently regulated and offered by music exam boards such as ABRSM and Trinity College London.

We also plan to develop the Pre-Associate into a regulated qualification at level 3.

d) How was the qualification developed?

We have carried out research into similar qualifications that are currently regulated by Ofqual and teaching standards in schools and colleges.

We also looked at the current Associate as we wanted to preserve the good practice and content that is currently within it.

We then looked at what we thought would be essential for a qualification in dance teaching. This was agreed to be:

- Safe dance
- Technique and syllabus knowledge
- Teaching practice

This was then presented to the Quality Assurance Panel Chairs and Board of Directors for discussion and sign off at every stage in the development process.

e) How is it different from the current Associate?

The new qualification has a few differences from the current Associate.

Safe dance is now a stand alone unit which focuses on knowledge and understanding whereas in the current Associate a lot of it is implicit in the examination. This means that candidates can clearly show their knowledge and understanding in this area.

Teaching practice has also been developed as a stand alone unit. This allows candidates to focus on their dance teaching practice and demonstrate their knowledge, understanding and skills.

The technique and syllabus knowledge covers most of the same areas of the current Associate but now is a separate unit which focuses on these areas.

f) How does it work for UK and International students?

International students have the option of doing either the current Associate or the new qualification.

For UK students there is a dual route proposed:

Theatre branch students can only do the new qualification from 1st April 2016. The requirements of the Theatre Associate are similar to those of the new Level 4 Diploma so it is expected that students taking the Level 4 Diploma should not have too many problems in meeting the requirements of the new qualification as they already cover the majority of Units 2 and 3.

For Ballroom and Freestyle students the Level 4 Diploma contains a number of new elements for Unit 1 and Unit 3 therefore the Board of Directors wishes to offer both options alongside each other for 12 months from 1st April 2016.

International students may do the Level 4 Diploma in Dance Teaching if they wish. Please see the information on the website www.idta.co.uk to find out more about how to register for the qualification and the requirements. International students will need to provide written documentation for Units 1 and 3 in English.

g) What about members with the current Associate?

The current Associate is still a valid qualification – if you have the current Associate your membership status will be unaffected and you can still enter candidates and practice as a teacher. There will be no requirement for everyone to do the new qualification in order to keep their membership status.

However if current members would like to do the new qualification or one of the units they are able to “top up” if they want to.

Head Office has a procedure in place to allow members to just provide evidence for any areas they don't currently have through a system of Recognised Prior Learning. This means that members won't have to do the whole qualification from scratch but just the areas they need to provide evidence for. Please see the IDTA website for details of how to apply for Recognised Prior Learning. There are documents for both existing members and non-members.

h) How do I “top up” to the new qualification?

On receipt of a request to “top up”, Head Office will:

- Check the evidence you have provided for Unit 1.
- Current members will already have met the requirements for Unit 2 (technique and syllabus knowledge) and the majority of the requirements for Unit 3 for Theatre genres.
- Check through the membership history of the applicant. This will give details of the numbers of candidates they have entered for exams, the level and genre entered etc and the marks awarded. Based on the evidence gathered Head Office can then make a judgement about whether the history of exam entries can be taken as evidence of consistent teaching practice over time.

Head Office will then contact the applicant to let them know the outcome of the mapping and checking and ask for additional evidence.

Once Head Office has the additional evidence they will sign off that the evidence requirements have been met and the Member can be issued with a certificate for the Level 4 Diploma in Dance Teaching.

This will be carried out on a case by case basis and based on the past experience, knowledge and qualification achievement of each member who wishes to apply.

Please ensure that you read through the guidance for completing the forms and the candidate handbook carefully before you submit the application.

From 1st September 2017 there is an RPL processing fee. Please see the application form / fees list for details.

i) How will IDTA check current teaching practice if a teacher is working in a dance school and candidates are entered by the Principal?

This is just one way of checking for evidence as part of the Recognition of Prior Learning process. Where we are unable to check entries we may ask a member to provide additional information (for example teaching logs and evidence of lesson planning) so that we have evidence of their teaching practice. Alternatively, we can ask the principal of the school the member is teaching at to confirm the classes the member is teaching and names of pupils they have trained. Each request will be taken on a case by case basis.

j) What about students with other equivalent qualifications or someone who is a member of another dance association?

IDTA has a procedure to recognise prior learning for learners who already hold equivalent qualifications. Learners will complete a form showing where their existing qualifications meet the

requirements for the level 4 Diploma in Dance Teaching and supply any additional evidence required. On receipt of the form Head Office will check the evidence against the requirements and if all requirements have been met issue a certificate. If a learner needs to submit additional portfolio evidence for Unit 1 or take the examinations for Unit 2 or 3 they will be advised by Head Office and arrangements will be made for the learner to take the examinations.

Please see the website for forms and guidance for non-members.

k) Can a candidate taking current Associate in a theatre genre without the Pre-Associate upgrade to the Level 4 Diploma in Dance Teaching?

If a learner is already studying for the Associate qualification they will be able to transfer to the new Level 4 Diploma in Dance Teaching and provide the necessary information to meet the requirements for the qualification.

l) If a teacher has a Licentiate or Fellow is this recognised at level 4 or would they need to begin again at level 4 if they want a recognised qualification?

The Level 4 Diploma is a new qualification introduced from April 2016. Anyone with a qualification gained prior to that date has a valid qualification and does *not* have to take the Level 4 Diploma unless they want to. It is expected that Licentiate and Fellow qualifications would be at a higher level than the Level 4 Diploma and members with these qualifications would already have more experience, knowledge and skills than those expected for the Level 4 Diploma.

Is there a charge for “topping up” from the existing Associate?

Members with a current Associate qualification can “top up” their qualification to a level 4 through the Recognition of Prior Learning process. There will be no charge for this.

m) When will the Level 4 Diploma in Dance Teaching be available?

The new qualification was available on 1st April 2016.

n) What if I have students who want to do the current Associate?

Ballroom candidates are still able to do the Associate qualification. Theatre candidates will be registered on the Level 4 Diploma in Dance Teaching from 1st April 2016.

o) What are the qualification requirements?

- Students need to be 18 to register for the qualification.
- There are no pre-requisites for the qualification. However it is recommended that learners who have no prior teaching experience take the Pre-Associate 1 and 2 and Anatomy and Physiology award.

p) Can Theatre faculty candidates use Pre-Associate portfolio documents as preparation for the Level 4 Diploma in Dance Teaching?

Yes. However learners must make sure that they submit the portfolio for Unit 1 covering all requirements for that unit.

q) Shouldn't all genres be expected to do the anatomy diploma and the Pre-Associate?

This has been discussed by the Board of Directors. Currently the Board of Directors has decided that the Anatomy and Physiology Diploma and Pre-Associate should be recommended only.

r) Why is the minimum age for the new qualification 18? At present the minimum age for the Associate is 17 and this is the same for other dance associations.

As a regulated qualification, the Level 4 Diploma in Dance Teaching has to take account of government requirements. These require learners undertaking a qualification in teaching to be 18. However, this means that learners must be 18 on the receipt of their certificate. They may be 17 when they embark on the qualification.

s) Is one level 4 diploma equivalent to Associates in all four core subjects?

The level 4 Diploma is genre specific. Therefore any learner wishing to be awarded a level 4 Diploma in Dance Teaching in a different genre will have to take Unit 2 and the Unit 3 examination again.

t) How many points is the level 4 Diploma worth in Ofqual? 1st year BA is 120, if it is not 120 this needs to be made clear.

Recognition by the qualifications regulators does not cover Higher Education and individual Higher Education Institutions have their own credit and points based systems. The regulators have moved away from credit-based qualifications with the removal of requirements for the Qualifications and Credit Framework. Therefore we are currently discussing whether this qualification should attract credits or not. However it should be made clear that the credit value of qualifications in the Regulated Framework is not necessarily the same as credit systems used in some Higher Education institutions.

v) Does the Level 4 qualification give the candidate any UCAS points?

UCAS points are not available for qualifications at level 4. They are only available for qualifications at level 3.

w) What title can I put after my name when I have achieved the IDTA Level 4 Diploma in Dance Teaching?

The recommended title is: IDTA (genre) L4Dip

So for a Ballet qualification the title would be IDTA Bt. L4Dip.

2. Structure and content

a) What is the structure of the qualification?

Unit 1 – safe dance practice covers risk assessment, injury prevention, correcting posture and teaching different age groups. This will be assessed via a portfolio which is submitted by the candidate to Head Office. An examiner will then assess that the portfolio meets the requirements.

Unit 2 – technique and syllabus knowledge covers the current Associate exam syllabus and will be genre specific. This will be assessed via an examination. Candidates can either take one exam or a series of modules in the same way as for the current Associate.

Unit 3 – dance teaching covers knowledge, understanding and skills in teaching. This will be assessed via “teaching logs” which will be submitted by the candidate prior to a teaching practice examination.

b) What subjects is the Level 4 Diploma in Dance Teaching offered in?

The Level 4 Diploma in Dance Teaching is offered in the 8 core subjects. Ballet, Tap, Modern Jazz, Theatre Craft, Ballroom, Latin, Classical Sequence and Freestyle

c) How does the qualification work?

Once a candidate has registered an expression of interest a candidate guidance pack will be sent to them containing all the information they need about the qualification. This information is also available on the IDTA website.

The candidate registers for the qualification (professional examination application form) and at this point sends in a completed portfolio to Head Office who will check that all the information is complete and then send it to an examiner to review. The examiner will then make a judgement about whether the unit has been achieved or not. If the candidate has not achieved the unit they will be sent feedback about the areas that didn't meet the requirements.

Once the candidate has achieved Unit 1 Head Office will arrange the examination for Unit 2. This can either be taken as one examination or modules (these vary according to the genre and information will be published in individual syllabi). The examiner will conduct and mark the examination and then will complete a report form which is then sent to Head Office recording that the Unit has been achieved or not achieved. If the unit has not been achieved the candidate will receive feedback about why this is.

Once the candidate has achieved Unit 2 they will be asked to submit their written information to Head Office for Unit 3. This will consist of 10 "teaching logs" showing their teaching practice and lesson planning evidence. The examination is then arranged by Head Office. Head Office send the written information to the Examiner who will review this in advance of the examination. The candidate then takes the examination which is marked by the Examiner. The Examiner then sends their completed report form back to Head Office with a judgement about whether the Unit is achieved or not. If the Unit is not achieved feedback is sent to the candidate.

Units 2 and 3 can be taken together on the same day. The results for both units will be issued after the examinations.

Once the candidate has achieved all 3 units they have achieved the qualification. Head Office will then release the certificate?

d) Can you explain learning outcomes and assessment criteria?

A learning outcome sets out what the learner is expected to know, understand or be able to do. For example "understand safe dance practice".

An assessment criterion sets out the evidence that would be required for an examiner to know that the learner had met the learning outcome. A learning outcome may be made up of more than one assessment criterion. So taking the example learning outcome above, assessment criteria may be "explain the key elements of safe dance practice", "demonstrate appropriate clothing and footwear" etc. The assessment criteria break down the learning outcome into specific tasks so that the learner can demonstrate understanding, knowledge or skills in a way that can be assessed by examiners.

e) Can I take both Unit 2 and Unit 3 on the same day?

We have tried to make the Level 4 Diploma in Dance Teaching as flexible as possible for candidates.

Candidates should take the units in order, Unit 1, then Unit 2, then Unit 3.

At any point during their training the candidate can submit their completed Unit 1 portfolio for assessment. We require the Unit 1 portfolio to be submitted a minimum of 8 weeks prior to the candidate's preferred exam date for Unit 2, so that Head Office has sufficient time to send completed portfolios for Unit 1 to an examiner for assessment, and if necessary for the Examiner to request additional information, via Head Office.

The candidate **cannot** proceed to unit 2 until Unit 1 is complete.

Unit 2 can be taken as a single 2 hour examination or in a modular format (this is detailed in Section 5 of this document). If candidates are taking the examinations in a modular format they must always take Module 1 first.

Unit 3 can be taken at a separate exam session or on the same day as Unit 2 (single examination) or the final module of Unit 2. Candidates may decide which approach is best for them.

If candidates are taking both the Unit 2 and Unit 3 examinations in a single day we recommend that the candidate has a short break between the two examinations.

For Unit 3 candidates must submit their written information at least 8 weeks before the preferred exam date so the information can be sent to the examiner to review prior to the examination taking place.

3. Unit 1 questions

a) What is Unit 1 about?

Unit 1 focuses on knowledge and understanding and the aspects of dance teaching that would be difficult to make judgements on in an examination.

It is important that we know that learners have some knowledge and understanding of these areas as they are important in their work as a dance teacher.

Unit 1 covers the following areas:

- Risk assessment
- Legislation that applies to their work as a dance teacher
- Promoting a safe dance environment
- Recognising poor posture
- Identifying and taking action in relation to injuries
- Hydration and nutrition
- Teaching different age groups

b) Why is this unit important?

Most qualifications cover safe dance practice – it is now common in GCSE and A level as well as being covered in a lot of other teaching qualifications. So IDTA needs to make sure that it is giving sufficient attention to safe dance practice so that as an organisation we can be satisfied that those learners who achieve the level 4 Dance Teaching Diploma have knowledge and understanding in this area.

c) What are we asking learners to do?

When they apply for the level 4 Diploma in Dance Teaching, learners will be asked to submit a portfolio which contains evidence to meet all of the criteria for unit 1.

We are not asking for huge documents detailing every aspect of that person's career to date, but just an indication that they understand the key issues around dance teaching.

IDTA is producing detailed learner guidance which gives a detailed breakdown of what learners need to do to meet the criteria and how to put their portfolio together. This will also be useful to trainers.

It is important that learners provide *sufficient* information to cover all the areas of the unit. Where an examiner judges that insufficient information has been provided, they will be able to request further information from the learner. Examiners will be issued with guidance which gives details of what sufficient evidence would look like.

d) Why a portfolio?

In the early stages of development a number of options were discussed for this unit, including multiple choice testing and questioning in the examination.

A portfolio is a good way for learners to demonstrate their knowledge and understanding because:

- It allows them to gather real life evidence from their work
- They can gather evidence in ways which suit them
- The portfolio can be built up over time

e) What information will there be for examiners?

Detailed examiner guidance has been produced which gives information about:

How to complete the examiner report form

- What to look for in the portfolio
- How to make judgements that the information presented is sufficient

The unit is split into:

- Learning outcomes (what a learner must know, understand or be able to do)
- Assessment criteria (how the learner demonstrates their knowledge, understanding and skills)

Examiners will be asked to record their judgements on whether learners have met the requirements of individual assessment criteria.

The report form lists each criterion and asks the examiner to record a "Y" if the learner has met the criterion and a "N" if they haven't.

If a learner has not met the criterion the examiner is asked to provide some feedback on why this isn't the case.

Examiners then have to make an overall judgement of whether the unit has been passed. The unit can only be passed if the learner has met **ALL** the criteria.

f) Should the example portfolio contain more information for example websites looked at or further explanation and research notes?

The example portfolio has been discussed by both the QAP Joint Committee and the Board of Directors and is felt to be sufficient to meet requirements. There is no requirement in Unit 1 for learners to list website requirements or to provide research notes. The focus of Unit 1 is for learners to have an awareness of the elements of safe dance practice. We do not require them to provide evidence of detailed research as we would also expect learners to draw from their own experiences.

g) Does the unit 1 portfolio run alongside the existing portfolio for Theatre candidates covering teaching points, faults, build ups etc?

Elements of the Unit 1 portfolio are already covered in the existing portfolio. We would encourage learners to keep their own portfolio alongside the Unit 1 portfolio to help them with their learning and development and to keep useful information that they will need in the future.

h) Do candidates have to do additional portfolios if they want to take a further qualification in an additional genre?

Unit 1 is the same for all genres as it covers overarching requirements about safe dance practice that are common to all genres. If a learner wants to take an additional Level 4 Diploma in Dance Teaching they do not need to submit an additional portfolio for Unit 1. The portfolio only needs to be submitted for the first Level 4 Diploma.

i) Does Head Office issue questions for the portfolio?

There are no questions for the portfolio. Candidate guidance will be issued which supports learners and trainers to provide the evidence required for Unit 1 and gives guidance on how to set out the portfolio.

j) Will learners be able to e-mail the portfolio to Head Office?

We would prefer that learners e-mail their portfolio to Head Office and guidance for this will be part of the candidate handbook. However if this causes difficulty a hard copy can be posted to Head Office by prior arrangement.

k) Does the portfolio for unit 1 just include notes on safe dance practice, no info on teaching methods etc.... If not do they still do notes for the other units?

Unit 1 focuses on safe dance practice. Teaching methods are covered in Unit 3. Learners are asked for evidence of the teaching methods they used as part of their teaching logs.

l) Would poor spelling grammar or presentation affect the marks awarded in unit 1?

Spelling, grammar and presentation would only affect the marks if the examiner could not understand or read the portfolio as they wouldn't be able to judge the evidence.

m) What is the cut off for examiners requesting further information from a learner if they haven't provided sufficient information?

The request for further information would be in cases where a learner needed to clarify something or provide a small amount of additional information. If there is a significant amount of information missing or the evidence is clearly insufficient then the examiner would consider that the learner has not achieved the unit.

Any requests would be sent by the Examiner as soon as they had completed their assessment of the portfolio.

n) Why isn't more information required for the assessment criteria for key stages of growth?

The focus of Unit 1 is about awareness of safe dance and the needs of the groups of students that the learner has been teaching. We are not expecting to see detailed factual information or research into the area as we don't consider that a dance teacher at this level would be required to carry out detailed research into age groups of their students. We would encourage learners to use their own experiences to provide evidence to cover these elements of the units and to talk to their trainer and other teachers as well as carry out background research as this is about awareness and application in practice.

o) Should we be encouraging Internet research? How can learners be sure that the websites they research are credible?

We have given learners guidance on potentially useful sources of information on the Internet. However, learners and trainers should be aware of the range of information available and use the Internet accordingly as a research tool. We would not discourage learners from using the Internet.

The candidate guidance contains information about using sources and how to cite and reference these.

p) Safe Dance Environment - the mention of population group should be emphasised as a key component of safe dance practice needed. The word "structure" of the class could mean 5 minutes warm up, 10 minutes technique.

Assessment criterion 1.3 focuses on the learner's awareness of the importance of the safe dance environment. We do not specify the information that they provide here as long as they are able to:

- Understand what a healthy and safe environment is
- show how they apply this to their own practice
- explain why it is important

q) How will learner's information be protected if they are giving examples from their own practice?

IDTA has a data protection statement on its website which gives general information about how learner information will be protected. The portfolio is classed as confidential information and access to this is restricted to certain staff at Head Office who carry out the checking procedures and the examiners, both of whom are covered by confidentiality agreements.

r) How will examiners be allocated for Unit 1 and will they all be able to take part in marking? Perhaps it would be better for Unit 1 to be marked at Head Office.

It is not possible for staff at Head Office to make judgements about the sufficiency of information in the portfolio as it requires individuals with a level of expertise about dance and teaching practice to make accurate judgements.

We will endeavour to be fair to all examiners in the allocation of portfolios. This will be based on the availability of the examiner at the time.

s) How will examiners judge the evidence in the portfolio?

The examiner guidance gives details about how examiners can judge sufficiency of evidence. However, to summarise think about the following points:

1. Presentation of evidence – is the evidence presented clearly by the learner? Is it clearly labelled and easy to find?
2. Sufficiency of information – is there enough information in the portfolio to demonstrate the criteria?
3. Clear explanations or descriptions – has the learner given clear explanations or descriptions for each of the criteria?
4. Real life examples – although these are not a requirement, if learners have included these are they clear and related to the criteria?
5. Amount of detail provided – is there enough to make a judgement?

Examiners shouldn't expect learners to have vast amounts of experience at this stage as the point of the unit is about them being able to demonstrate an awareness of safe dance practice. It is fine for learners to have done research into the areas without having had experience of it themselves.

Examiners will be focusing on the QUALITY not QUANTITY of evidence. A half page of A4 can say as much as 4 sides of A4 if it has been presented clearly.

4. Unit 2 questions

a) What is Unit 2 about?

Unit 2 is very similar to the current Associate examination.

We have removed teaching requirements which now appear in Unit 3.

b) Can we still do modules?

Learners can still do the unit in a modular or whole examination format but we have revised some of the timings to make the whole exam and modules in their entirety more comparable in terms of timing. There will be more time devoted to the modules as learners will require time in each module for aspects such as warm up which will only be done once in the whole exam format.

Genre	Modular format	Whole exam format
Ballet	Module 1: 45 minutes Module 2: 45 minutes Module 3: 60 minutes Total 2 hours 30 minutes	2 hours
Tap	Module 1: 45 minutes Module 2: 50 minutes Module 3: 40 minutes Total 2 hours 15 minutes	2 hours
Theatre Craft (from 1.9.2016)	Module 1: 60 minutes Module 2: 45 minutes Module 3: 30 minutes Total 2 hours 15 minutes	2 hours
Genre	Modular format	Whole exam format
Modern Jazz	Module 1: 45 minutes Module 2: 45 minutes Module 3: 45 minutes Total 2 hours 15 minutes	2 hours
Ballroom	Module 1: 45 minutes Module 2: 25 minutes Module 3: 25 minutes Module 4: 25 minutes Total 2 hours	1 hour 45 minutes
Latin	Module 1: 35 minutes Module 2: 25 minutes Module 3: 25 minutes Module 4: 25 minutes Module 5: 25 minutes Total 2 hours 15 minutes	2 hours
Classical Sequence	Module 1: 35 minutes Module 2: 25 minutes Module 3: 25 minutes Module 4: 25 minutes Module 5: 25 minutes Total 2 hours 15 minutes	2 hours
Freestyle	Module 1: 45 minutes Module 2: 30 minutes Module 3: 30 minutes Total 1 hour 45 minutes	1 hour 30 minutes

c) What is the “general discussion”?

The general discussion has been included in Unit 2 so the learner can show their knowledge about their chosen genre and how it has influenced their own dancing. Learners may choose any subject to talk about within their genre – the slides give some examples of topics the learner may want to talk about.

The examiner and learner will have a short discussion about the chosen topic and genre, with the examiner looking for interest in and enthusiasm for the genre and the learner’s knowledge.

Questions from the examiner could include:

- What made the learner take up dance or the genre
- Who or what has had the biggest influence on them.
- What they like most about the genre.
- A performance they have watched
- Individuals they enjoy watching dance

d) So is the general discussion just a general chat or do examiners need to ask learners specific questions about topics they have studied?

The general discussion is intended to be a general conversation between the examiner and the learner about the genre and what they like about it. There are example questions in the examiner guidance which are also repeated in the general guidance. We do not specify topics as it is not possible to make these generic across all genres.

e) The overall mark for Unit 2 is calculated on the average mark across all modules. If a candidate fails a module can they still pass the Unit?

No a learner must pass all modules to pass Unit 2. They may attempt the module more than once if they do not achieve it.

5. Unit 3 questions

a) What is the difference between the learner, trainer and the student?

- The learner – this is the candidate who is taking the qualification in dance teaching
- The trainer – this is the person who is training/mentoring the learner
- The students – these are the members of the class the learner is teaching. They can be children, teenagers or adults.

b) What is Unit 3 about?

Unit 3 is about dance teaching practice. We want to be satisfied that any learner who achieves the level 4 Diploma in Dance Teaching has actually shown us evidence of their ability to teach albeit in a controlled environment.

We believe that this is an integral part of the process of being a qualified dance teacher.

To achieve this Unit 3 is composed of two different components:

- The Examination – this is currently undertaken by learners studying for the Theatre Associate qualifications and is composed of a short teaching session observed by the examiner followed up by questions from the examiner about how the session went etc.
- Written information – so that the examiner can get an idea of what teaching experience the learner already has we are asking learners to submit some written information prior to the examination. This consists of 10 teaching “logs” – format provided by IDTA, evidence of lesson planning and evidence of CPD activities.

c) Why is there a requirement for written information?

Teaching logs

The teaching logs show evidence of the learner's teaching experience prior to their examination. We believe that it is important for learners to have some experience of teaching before they take the examination and teaching experience is a staple of many teaching qualifications in the public and private sector. Success in this qualification means that the learner can open their own dance school and practice as a teacher in the private sector. They need to be sure that this is something they can do before we qualify them.

We are asking learners to submit 10 teaching logs based on classes they have taught. We are not asking for 10 hours just 10 classes. Learners do not have to be in charge of the classes themselves they may be taking a small group of students under the supervision of a qualified teacher or their trainer.

IDTA will be providing support to learners who are having trouble finding somewhere to practice by putting them in touch with IDTA members in their area who would be willing to have someone help out at their dance school in order to gain some experience.

The logs ask a series of questions about the teaching session – for example:

- Who were the students and what was being taught?
- What teaching techniques did the learner use?
- Whether there were any problems with the class.
- How the learner felt the class went and whether there were any improvements they could make.

Three of the logs will need to be signed off by a trainer or mentor. The trainer can either observe the class in person or the learner could video the class and send it to the trainer to watch. The trainer would then have a short conversation with the learner about how the class went, give any feedback necessary and then sign off the log.

The idea of signing off the log is to provide evidence that the learner is actually doing the practice and is putting down evidence of what they have done.

Lesson planning

We are not asking for "lesson plans" in the sense of a template filled out each session by the learner. What we are asking for is "lesson planning" evidence. So the learner could plan out lessons for their students working towards a particular goal (eg a grade/medal, a performance or someone wanting to dance at their wedding). This could be a table, a spreadsheet or even a set of notes for each lesson made by the learner.

The idea of the lesson planning is for the learner to show that they understand about students making progress in their classes. Progress can be in technique, confidence, performance it doesn't have to be the same for every group of students.

Continuous Professional Development evidence

We want to see that learners are taking responsibility for their own learning and making sure that they are as up to date as possible with their skills, knowledge and understanding. We've tried to make this as flexible as possible so a learner could provide evidence of anything from a formal training course to a feedback session with their trainer or asking a question of a colleague.

d) How does the examination work?

The examination works in much the same way as the existing teaching examination for theatre faculty genres at the moment.

The focus of the examination is the demonstration of teaching practice. Learners will bring a small number of students with them to the examination and the examiner will give the learner instructions on what to teach. It is important to note that the focus here is on the learner's ability to teach and the quality of their teaching and not how much work they get through. The teaching practice will be judged on:

- How well the learner managed the class (eg keeping to time, breaking down the work, getting everyone involved etc)
- Use of content and music during the teaching session
- Communication skills (eg tone of voice, engagement with their students, everyone understanding instructions etc)

After the examination there will be a discussion between the learner and the examiner focussing on:

- The session itself and how well the learner thought it went
- Any feedback points or areas for improvement

At this point the examiner may want to refer to the teaching logs they have seen – for example if the exam session went really well they may want to ask the learner what they would do in cases where there were problems.

The discussion could also refer to the Continuous Professional Development examples the learner has submitted – for example asking how they found the training they attended and how useful it had been in their teaching practice etc.

e) What are the timings for the examination?

The examination lasts around 45 minutes. This is made up of:

- 30 minutes teaching a group of students
Class management
Use of content and music
Communication skills
- 10-15 minutes discussion with the examiner
How the session went
Areas for improvement
Reflection and Continuous Professional Development

f) What are the requirements for the examination?

The examiner will ask you to demonstrate your teaching practice in front of them. You will need to bring along 2-4 students with you so that you can demonstrate your practical teaching.

The examiner will give you instructions on what to teach in the class. You will need to make sure that you bring appropriate music with you to the examination.

The examination has a total time 45 minutes, broken down into 30 minutes for the dance teaching practice class (5-10 minutes at start to give instruction to the candidate and for them to select music and think about the instructions) and 20 minutes of teaching time. After the students have left the room, 10-15 minutes for discussion of the class, any items from the candidate's teaching logs, lesson planning and CPD information the examiner has reviewed.

Theatre Faculty

The Theatre Quality Assurance Panel has provided the following additional guidance to Theatre Branch Examiners, member teachers and candidates on the format of the dance class the examiner will observe. Please see guidance below;

Candidates should provide 2 – 4 students of mixed ability at Grade 2 standard or above and conduct a **non-syllabus class**. The students may be from the candidate's own school or another school. The Examiner will give guidance as to the structure of the class on the day of the examination. Details and an explanation of the students' standard **must** be sent to the Examiner prior to the examination. Candidates will need to make sure that they bring appropriate music to the examination.

Examiners will ask the candidate to teach a class including three elements;
Candidates to provide a selection of music.

1. Warm up appropriate for the dance genre.

2. One or two technical elements relating to the chosen genre and level/grade of the pupils in the class. The candidate may decide to teach the elements with or without music.

E.g. For Grade 3 Tap the examiner may ask the candidate to teach 1 element, Riffs or two elements, Riffs and Pick-up changes.

3. Choreography / Musicality

E.g. the examiner may ask the candidate to set an enchaînement or amalgamation or the first 8 bars (approximately) of a medal dance.

OR

The examiner may ask the candidate for one of the technical elements, from item 2 above, to be included in the enchaînement or amalgamation.

OR

The examiner may ask the candidate for teaching ideas to develop musicality eg: teaching creative improvisation in the ballet grades at the chosen level of the students in the class.

Ballroom and Freestyle Faculties

The candidate should provide 2 – 4 students for the class. The students must be 12 years or above and must be at the same standard (but may be of mixed ability within that standard). Candidates **must** advise the Examiner in advance of the examination of the level and abilities of the students taking part in the class. The students may be from the candidate's own school or another school. The Examiner will give guidance as to the structure of the class on the day of the examination. Candidates will need to make sure that they bring appropriate music to the examination.

For Ballroom and Latin, the Examiner will ask the candidate to teach a simple short amalgamation using 3 figures of one dance from the Ballroom or Latin Associate syllabus.

For Freestyle the Examiner will ask the candidate to teach a simple short amalgamation using 3 steps and movements from the Associate syllabus.

For Classical Sequence the Examiner may ask the candidate to teach any of the following;

1. The Waltz – Rotary Natural Turn, two Forward Pas de Valse and Progressive Natural Turn

OR

2. The first four bars of the Fylde Waltz

OR The Premier Two Step

OR The Royal Empress Tango

The Britannia Saunter will not be asked.

g) How is the unit marked?

Unit 3 has two report forms. This is because:

- The information needed to make judgements is both written and practical.
- The examiner needs to make judgements at different times – when written information is received and during the examination

It isn't practical to try and record all this information on one form.

Written evidence report form

This report form asks examiners to make judgements about the written information they have received. They will get this information from Head Office, who will check the information to make sure it is complete before forwarding to the examiner. The information will contain:

- 10 teaching logs (3 of which are signed by a trainer)
- Lesson planning information
- CPD evidence

Examiners will look through the evidence and make a judgement about whether the information is sufficient to meet the requirements for this unit. The report form asks examiners the following questions in relation to each of the learning outcomes of the unit:

1. Do the teaching logs cover this learning outcome sufficiently?

Here the examiner is asked to make a judgement about whether the teaching logs contain enough information to cover the learning outcome. So does the learner demonstrate effective teaching practice? Do they show they can communicate effectively?

2. Is there any other supporting evidence?

Here the examiner can look at anything else that has been submitted – for example the lesson planning evidence or CPD evidence – to make a judgement about whether this other evidence helps the learner to achieve the learning outcome.

3. Overall judgement and comments

Here the examiner makes their overall judgement about whether the outcome is met or not met – you can also add in comments here if you wish. If a learner has not met the outcome you might want to feedback in this section about why they haven't.

4. Follow up for examination

Here the examiner can write in any notes that they wish to follow up in the discussion part of the examination. For example there may be a particular group of students that the examiner wants to ask a question about, or an incident that has occurred which the examiner wants to follow up on.

Finally the examiner makes an overall judgement by ticking whether the learner has provided sufficient evidence or not.

Examination report form

This report form looks similar to the forms used already for graded examinations. We've tried to keep it as familiar as possible.

The examination is marked out of 100.

- 60 marks are available for demonstrating effective teaching practice split into:
 - 20 marks for class management
 - 20 marks for use of teaching methods
 - 20 marks for use of appropriate content and music
- 20 marks are available for demonstrating effective communication split into:
 - 10 marks for use of appropriate language
 - 10 marks for clarity in explanations to students

- 20 marks are available for the ability to reflect on the examination and their own teaching practice split into:
 - 10 marks for review of the examination
 - 10 marks for reflection of their own practice

h) In the examination should the class be arranged in advance and not given on the day to the student?

The examiner will have considered the written information from the learner in order to get a clear idea of what the learner has done as part of their teaching practice. The examiner would then make a decision on what they want the learner to teach and then would inform them at the beginning of the examination. There is no intention for examiners to give directions or instructions that learners would not be able to carry out as part of their teaching practice. The focus is on the quality of teaching practice and not on what the learner teaches.

i) Why are we encouraging learners to submit class plans but still expecting them to produce music, manage a class and teach relevant content in a 20 minute period for which they cannot plan?

The purpose of providing information about lesson planning is so that the learner can show that they are able to take their students from an agreed starting point to an agreed end point. It would not be possible to show this in the examination. The focus of the examination is for the learner to show their teaching practice to the examiner.

j) How do Level 4 candidates complete teaching logs if they are not yet qualified? Some of the example logs appear to be from unqualified people but then they wouldn't be insured to teach alone. Also where do the pupils come from - what about the quality of the "rent-a-pupil" could they be prepared in advance to make the candidate look better.

We would not expect learners to be in a position to teach alone and would expect that trainers would be able to provide some facility for the learner to practice their teaching in a safe and controlled environment. Where this is not possible, Head Office would be able to provide contacts to other dance schools or examiners who would be able to provide access to students so that the learner was able to practice their teaching.

In the examination we are looking for the quality of teaching practice. The quality of the students provided is not the most important factor in this as a perfect class session may not give the learner the opportunity to show their full range of skills (for example class management or behaviour).

k) Would it be possible to increase the examination timing to 35 minutes, to give examiners time to greet the learner prior to class and give them initial instructions?

An increase in timings would affect the price of the qualification as it means that the examiner would spend longer in the examination. The timings are not exact and if an examiner runs slightly over for a particular reason this shouldn't be a problem. The teaching practice element is also a maximum time and it may be that the examiner has seen sufficient practice in less time.

l) Do learners have to do all of unit 3 each time they take a different genre?

No. The written information only needs to be submitted once (teaching logs and lesson plans). Learners would only have to take the examination for each genre (teaching a class).

6. Marking and achievement bands

a) What are the achievement bands for each unit?

- Unit 1 is achieved/not achieved
- Unit 2 and Unit 3 are marked out of 100 each
- Award of pass, merit and distinction is based on average of marks from Units 2 and 3
- Modular Unit 2 learners will receive an overall attainment band of pass, merit or distinction based on average mark from all modules

b) Is there a limit to the number of attempts a candidate may have to pass the exam? To equate with university standards will this be necessary? Most universities limit attempts.

We do not set a limit on the number of attempts. However we do have a time limit for completion of the qualification of 2 years as we would consider that a learner who has achieved Unit 1 a significant period of time before achieving the rest of the qualification would not have provided evidence of current practice in safe dance. If the time limit expires the learner would have to re-register on the qualification.

c) Is the overall mark calculated by an average of units 2 and 3 or is it weighted more towards unit 2 as this unit is more detailed and longer?

The overall mark is decided as an average of Units 2 and 3 as we consider these to be of equal importance in the qualification.

7. Report forms

a) Will the new report form have a section to confirm identification has been provided?

IDTA has a separate procedure for confirming the identity of learners. This is currently in place for Intermediate qualifications and will be rolled out for the Level 4 Diploma in Dance Teaching.

8. Authenticity of written information

a) How can we be sure the written documents for unit 1& 3 have been produced by the candidate, should their teacher countersign them before they are sent to IDTA?

b) Is anyone going to check plagiarism from books in the portfolio?

Head Office will check written information for completeness. As part of this check Head Office will be able to check for any discrepancies in learner information which may suggest plagiarism. Examiners will also be asked to check that written information is authentic to the learner. If examiners have doubts about the authenticity of written evidence they would need to check with Head Office. Any doubts about written information would be followed up with the learner. IDTA's malpractice policy covers learner plagiarism and sanctions are in place for instances of any kind of malpractice including suspending or revoking certification.

The candidate guidance contains information about plagiarism and how to cite sources used and referencing.

9. Examiner allocation and training

a) Will the examiner for units 2 and 3 see the evidence presented for Unit 1?

Where possible IDTA will try to use the same examiner for all units. However this may not always be possible. Examiners are welcome to see evidence presented for other units if they would like this.

b) Do examiners who attend training automatically get Ofqual recognition?

The examiner training is not recognised by Ofqual as it isn't a qualification. IDTA recognises the training as part of an examiner's continued professional development and the competency of the examiner to assess the qualification.

c) Do examiners get a certificate to recognise that they can examine the new accredited associate to show the education authorities?

It is unlikely that examiners would be required to show proof of their training to external parties. IDTA is required to show that its examiners have the relevant knowledge and expertise to carry out assessment and the examiner training and associated guidance is the way that we do this.