



Specification

Level 4 Qualification in Dance Leadership (DL4)



**Sports
Leaders**



Introducing the Extraordinary Specification for 2020/21

Note: This Extraordinary Amended Specification has been introduced in response to the Covid-19 crisis to ensure that the qualification's assessments can be delivered by Centres and remain accessible to learners.

In summary - delivery of the SLQ Sports Leaders during the academic year 2020-21 includes the following adaptations:

<p>Definition of community</p>	<p>During these unprecedented times the definition of community has evolved. For the purpose of dance leadership community is defined as:</p> <ul style="list-style-type: none"> • Education provider • Social bubble • Home environment • Social media/digital environment <p>When a learner is asked to deliver an activity within their community this can be done for any of the above.</p>
<p>Demonstration of leadership</p>	<ul style="list-style-type: none"> • 1 hour of dance leadership sessions as part of Unit 2
<p>Responsibility of leading safe sessions as a Dance Leader</p>	<p>A Level 4 Dance Leader during training is required to be supported and guided at all times by their tutor/assessor or person in charge of the organisation they are leading in.</p> <p>The responsible person will be required to advise the learner on risk assessments and the interventions required to put in place in line with the organisation's Covid-19 safety guidance.</p> <p>Once qualified the Dance Leader will be able to assist in leading dance activity sessions under direct supervision.</p>
<p>Covid-19 Learner Support Challenges</p>	<p>SLQ Sports Leaders have developed a series of Covid-19 Learner Support Challenges as identified below. These are available to access as part of home learning or within face to face sessions.</p> <p>The aim of these challenges is to support the Dance Leader to deliver safely during these challenging times. They will guide the learner to recognise the skills that are being developed and guide them to implement them effectively in the ever changing environment.</p> <p>The sessions aim to support the delivery of the qualification through these extraordinary times and support the learner with understanding how they can lead sessions safely during the Covid-19 crisis. The support challenges are referenced throughout the tutor resources and the Learner Resources as 'Power Up Opportunities'.</p>

Supporting learners to develop their skills

SLQ Sports Leaders will support the delivery of this qualification through four new, learner facing, 'Covid-19 Support Challenges', these are included in your learner registration fees. The resources can either be issued to learners to complete during their tutor time or they can be given as sessions to be completed at home. Each session should take about an hour to complete.

The challenges are designed to be delivered alongside the qualification delivery to give support and understanding of the current circumstances for leading activities. It will also give additional ideas to learners about how they might need to adapt to the needs of the Covid-19 crisis environment.

The four challenges are:

- 1) Valuing Learning Challenge – Re-engaging with learning and your community
- 2) Skills for Progression Challenge – The personal skills you need to progress
- 3) Believe in Yourself Challenge – Building confidence to succeed
- 4) Safety Awareness Challenge – Assist in leading activities safely

These challenges are referenced as 'Power Up' opportunities in the Tutor Resources and in the Learner Evidence Record.

Qualification information

Objective:

SCQF DL4 is a nationally recognised qualification that enables successful learners to assist in leading purposeful and enjoyable dance activity, under direct supervision.

This 'Extraordinary Amended Specification' has been developed and issued in response to the changes in the environment due to the Covid-19 crisis. The amendments have been put in place so that learners can continue to safely demonstrate their leadership skills for practical assessments.

Minimum age on course start date	12 years old
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Direct supervision
Notional Learning Time	48 hours
Tutored time (GL)	28 hours
Demonstration of leadership	1 hour - required before qualification is certificated
Credits	5 credits
Insight points	5

Assessment

SLQ Sports Leaders have provided an easy to use Learner Evidence Record (LER) for this qualification. The LER is mandatory and uses the following assessments:

- Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions
- Questioning of underpinning knowledge - via worksheets
- Plans and evaluations completed during the course

* Reasonable adjustments can be made for learners who are unable to complete the LER

Demonstration of Leadership Hours

Adapted assessment to ensure the qualification is accessible for learners during the Covid-19 crisis.

Unit	Leadership hours required for courses with start dates between 1 August 2020 to 31 July 2021
Unit 2 – Plan, assist in leading and review a dance activity	1 hour of leadership to peers

Resources – Reviewed for 2020/21

A suite of support resources and guidance to enable you and your learners to create Sports Leaders in 2020/21 will be available.

To assist you with the delivery and assessment of this qualification SLQ Sports Leaders will provide you with access to the following documents electronically:

- This qualification specification – [reviewed for 2020/21](#) to overcome the challenges of Covid-19
- Delivering sports leadership in the Covid-19 pandemic – Guidance for Tutors and other delivery staff
- Learner Evidence Record – [reviewed for 2020/21](#)
- A series of Covid-19 Learner Support Challenges - to support learners to be adaptable to the changing safety needs of their community and the Covid-19 environment
- Tutor Resource presentation slides for each unit – [reviewed for 2020/21](#)
- Quality Assurance Review Checklist – [reviewed for 2020/21](#)
- Internal Verification forms – [reviewed for 2020/21](#)

Training requirements for your Centre

Tutor Training is mandatory for Centres planning to deliver SLQ Sports Leaders qualifications. A minimum of one person per Centre must undertake Tutor Training which gives ‘Trained Tutor/Assessor’ status lasting for two years.

Centre Course Managers (CCMs) e-training and Internal Verification e-training are also mandatory for those that are performing the roles at a Centre. Visit [LEAP](#) to complete the training.

Policies

When agreeing to the Terms and Conditions, all Qualification Centres have acknowledged that the following policies are in place and accessible to both learners and tutors as required:

- Complaints policy
- Malpractice and maladministration policy
- Appeals policy

Our Quality Assurance engagements will check these are in place and whether these have been accessed in the last 12 months. If you have any questions regarding this requirement, please contact your [Senior Quality Assurance Officer](#) or your [Customer Services Team](#) member as soon as possible. We are happy to offer guidance regarding these policies if required.

Progression

This qualification has a progression pathway to the next level of Dance Leadership qualification. This qualification is the SCQF Level 5 Qualification in Dance Leadership.

Price

The price list for all SLQ Sports Leaders qualifications, awards and additional resources can be found [here](#).

FAQs

A list of Frequently Asked Questions can be found [here](#).

Extraordinary Specification for 2020/21
 SLQ SCQF Level 4 Qualification in Dance Leadership (SCQF DL4)
 Unit Overview

Units All units are mandatory	Guided Learning (Tutor time)	Directed study (includes 1 hour of leadership*)	Notional Learning Time
Unit 1 – Establishing leadership skills	6	4	10
Unit 2 – Plan, assist in leading and review a dance sessions	10	7*	17
Unit 3 – Lead fitness based dance activities which promote a healthy lifestyle	7	4	11
Unit 4 - Using music and stimulus in dance	5	5	10
Learners must complete a minimum of 1 hour demonstration of leadership to peers for Unit 2	28	20	48
			5 credits

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 SLQ SCQF Level 4 Qualification in Dance Leadership (SCQF DL4)
 Units and Performance Criteria Guidance

Unit 1 – Establishing leadership skills		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know the skills and behaviours needed to lead others		
1.1 Outline the skills that an effective leader will need	Outline at least five skills an effective leader should have	Task 1.1 – Leadership skills and behaviours Complete task worksheet
1.2 Outline the way in which a successful leader should behave	Outline at least five behaviours an effective leader should display	
1.3 Explain why the identified skills and behaviours are important when leading others	Give one reason why each of the skills and behaviours are important when leading others	
1.4 Explain the importance of being able to work as part of a group	Give at least one reason for each why being able to work as a group is important for: <ul style="list-style-type: none"> • A dance leader • Life • Work 	Task 1.2 – Leadership skills and behaviours as part of a group Complete the task worksheet
1.5 Outline the skills and behaviours needed in order to work effectively as part of a group	Outline at least three skills and three behaviours needed to work effectively as part of a group	
Learning Outcome 2 – Be able to use leadership skills and behaviours effectively		
2.1 Carry out an audit of their own leadership skills	Carry out an audit of own leadership skills at the start and at the end of their course	Task 1.3 – Audit of leadership skills Complete the task worksheet
2.2 Demonstrate the development of their leadership skills and behaviours	Show improvement in at least two aspects of their leadership skills	Task 1.1 – Leadership skills and behaviours Practical Observation Form
2.3 Demonstrate the ability to work effectively as part of a group	Work effectively as part of a group on at least one occasion	Task 1.2 – Leadership skills and behaviours as part of a group Practical Observation Form

Unit 2 – Plan, assist in leading and review dance sessions		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know how to plan structured and inclusive dance activity		
1.1 Describe a range of activities for the elements of a dance activity session	Describe at least two different activities for each: <ul style="list-style-type: none"> • Warm up • Main body • Cool down 	Task 2.1 – Plan, assist in leading and review a dance activity session Session plan template – use at least two examples of each activity type across the two session plan templates
Learning Outcome 2 – Be able to plan structured and inclusive dance activity		
2.1 Plan dance activity sessions	Plan two dance activity sessions	Task 2.1 – Plan, assist in leading and review a dance activity session Session plan template – create a plan for at least two dance sessions
Learning Outcome 3 – Know how to lead structured and inclusive dance activity		
3.1 Describe how dance activities can be adapted to suit the needs of participants	Describe at least two ways that you can adapt a dance activity session to make it less challenging, and at least 2 ways to make it more challenging	Task 2.1 – Plan, assist in leading and review a dance activity session Session plan template – complete the relevant sections
Learning Outcome 4 – Be able to assist in leading structured and inclusive dance activity		
4.1 Assist in leading sport/activity sessions	Assist in leading at least one x 15 minute dance activity session	Task 2.1 – Plan, assist in leading and review a dance activity session Practical Observation Form Leadership Log
	Complete an additional 1 hour demonstration of leadership	
4.2 Use verbal communication when leading a dance activity session	Use at least three different verbal communication methods	
4.3 Use non-verbal communication when leading a dance activity session	Use at least three different non-verbal communication methods	
4.4 Use motivation methods to motivate participants when leading a dance activity session	Use at least three motivational methods	

Learning Outcome 5 – Be able to review a dance activity session		
5.1 Review a dance activity session	Review at least one dance activity session that has been led	Task 2.1 – Plan, assist in leading and review a dance activity session Session plan template – complete the review section of the session plan template for at least one session

Unit 3 – Lead fitness based dance activities which promote a healthy lifestyle		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know the factors that contribute to a healthy lifestyle		
1.1 Describe how the following factors may affect a person’s health and fitness: <ul style="list-style-type: none"> • Exercise • Smoking • Drugs • Alcohol • Diet • Age • Environment 	Identify a minimum of one effect on a person’s health and fitness for each of the listed factors.	Task 3.1- Factors that contribute to a healthy lifestyle Complete task worksheet
1.2 Describe lifestyle improvement strategies that they could use to improve their own lifestyle	Identify a minimum of two strategies that could be implemented to improve their own lifestyle and the impact these would have	
Learning Outcome 2 – Plan, lead and review a session designed to increase a participants’ heart rate		
2.1 Plan a fitness based dance session	Plan a minimum of one fitness based dance session	Task 3.2 – Plan, assist in leading and review a fitness based dance session Complete task worksheet
2.2 Assist in leading fitness based dance session	Lead for a minimum of 10 minutes	
2.3 Review the fitness based dance session	Review at least one fitness based dance session	

Unit 4 – Using music and stimulus in dance		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Be able to incorporate music and stimulus to a dance piece		
1.1 Produce a dance rhythm	Produce a 32-beat musical phrase	Task 4.1 - Leading a dance piece to music Plan template and Practical Observation Form
1.2 Apply rhythmic awareness during a dance piece	Demonstrate the ability to keep in time during a dance piece	
1.3 Use stimulus to create a motif	Demonstrate at least two motifs within a dance piece	
1.4 Lead a dance routine	Lead a created dance routine to a group, for a minimum of 1 minute on two occasions	