



Specification

Level 5 Qualification in Dance Leadership (DL5)



**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>	<p>With the current restrictions to volunteering with groups of people we have adapted the demonstration of leadership requirement to consist of:</p> <ul style="list-style-type: none"> • 2 hours dance leadership sessions as part of Unit 5 within their community
<p>Responsibility of leading safe sessions as a Dance Leader</p>	<p>A Level 5 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 lead with indirect supervision and will be responsible for maintaining the safety of a session including Covid-19 guidance and safety considerations.</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 six 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 six 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 First Challenge –Leading activities safely
- 5) Adapting Activities Challenge – Developing activities for a changing environment
- 6) Virtual Leading Challenge – Using technology for leading activities

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

Qualification information

Objective:

SCQF DL5 is a nationally recognised qualification that enables successful learners to assist to lead purposeful and enjoyable dance activity sessions, under indirect 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	13 years old
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Indirect supervision (once 16 years old)
Notional Learning Time)	61 hours
Tutored time (GL)	30 hours
Demonstration of leadership	2 hours required for courses with start dates before 31 st July 2021. See the <i>Demonstration of Leadership hours</i> section below for more details
Credits	7 credits
Insight points	13

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 5 – Lead dance activity sessions	2 hours of leadership to peers

Note: If social distancing and Covid-19 control measures allow, the specification would typically require a total of 10 hours demonstration of leadership for Unit 5. This will not be retrospectively enforced for courses with start dates before 31st July 2021.

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 Sports Leadership qualification. This qualification is the SCQF Level 6 Qualification in Sports Leadership that can be delivered through dance.

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 5 Qualification in Dance Leadership (SCQF DL5)

Unit Overview

Units All units are mandatory	Guided Learning (Tutor time)	Directed study Includes 10 leadership hours*	Notional Learning Time
Unit 1 – Building leadership skills	3	3	6
Unit 2 – Plan, lead and evaluate dance activity sessions	10	5	15
Unit 3 – Assist in planning and leading a dance event	10	8	18
Unit 4 – Dance choreography	5	5	10
Unit 5 – Lead dance activity sessions	2	10*	12
*Adapted Assessment for courses with a start date before 31 st July 2021 - learners are expected to complete 2 hours of total demonstration of leadership for Unit 5.	30	31	61
			7 credits
*If social distancing and Covid-19 control measures allow, the specification would typically require a total of 10 hours demonstration of leadership for Unit 5.			

Extraordinary Specification for 2020/21
 SLQ SCQF Level 5 Qualification in Dance Leadership (SCQF DL5)
 Units and Performance Criteria Guidance

Unit 1 – Developing leadership skills		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand the skills and behaviours needed for effective leadership		
1.1 Explain the similarities and differences between skills and behaviours	Explain at least one similarity and one difference between skills and behaviours	Task 1.1 – Leadership skills and behaviours Complete task worksheet
1.2 Describe the skills that an effective leader will need	Describe at least five skills that an effective leader will need and explain why they are necessary	
1.3 Describe the behaviours that an effective leader will need		
1.4 Explain why the identified skills and behaviours will be necessary for effective, successful leadership		
Learning Outcome 2 – Understand the importance of leadership skills and behaviours in a range of situations		
2.1 Explain how and why identified skills and behaviours might be relevant in other environments	For at least five skills and five behaviours, explain how and why they might be relevant in other environments	Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet
2.2 Explain the positive impact that the identified skills and behaviours might have on employability and success in a work environment	Explain the positive impact they might have on employability and success in a work environment	
Learning Outcome 3 – Be able to evaluate own leadership skills and behaviours		
3.1 Carry out an evaluation of own leadership skills	Carry out a 'self-audit' of their own leadership skills before, during and at the end of the course	Task 1.3 – Evaluate own leadership skills Complete task worksheet

Unit 2 – Plan, lead and evaluate dance activity sessions		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Be able to plan structured, inclusive and safe dance activity sessions		
1.1 Plan dance activity sessions	Plan a minimum of two dance activity sessions	Task 2.1 – Plan, lead and evaluate dance activity sessions Complete session plans for two sessions
Learning Outcome 2 – Be able to lead structured, inclusive and safe dance activity sessions		
2.1 Use effective communication skills when leading dance activity sessions	Use at least three different verbal and at least three non-verbal communication methods effectively Demonstrate active listening on at least one occasion	Task 2.1 – Plan, lead and evaluate dance activity sessions Practical Observation Form
2.2 Use effective motivation methods when leading dance activity sessions	Use at least three motivational methods effectively	
2.3 Adapt the session effectively in line with the needs of the participant(s)	Adapt a session in line with the participant(s) needs on at least one occasion	
2.4 Use ground rules as part of a dance activity session	Set and enforce at least three ground rules	
2.5 Give feedback to participants in a dance activity session	Give feedback to participants as part of a dance activity session, to outline: <ul style="list-style-type: none"> • Two things participants did well • One thing that can be improved 	
2.6 Complete a risk assessment for a dance activity session	Complete a risk assessment for at least one dance activity session	Task 2.2 – Completing a risk assessment for a dance activity session Complete a risk assessment for one planned session
2.7 Lead dance activity sessions	Lead a minimum of two x 15 minutes dance activity sessions.	Task 2.1 – Plan, lead and evaluate dance activity sessions Practical Observation Form

Learning Outcome 3 – Be able to evaluate dance activity sessions		
3.1 Evaluate dance activity sessions	Evaluate the sessions delivered to include: <ul style="list-style-type: none"> Aspects of the session that went well Aspects of the session that require improvement An explanation of how the evaluation will be used to improve the future sessions 	Task 2.1 – Plan, lead and evaluate dance activity sessions Complete evaluation sections of session plans for at least two sessions

Unit 3 – Assist in planning and leading a dance event		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand the different types of dance event		
1.1 Describe different types of dance events	Describe at least five different types of dance events. Description to include: <ul style="list-style-type: none"> Key Features Main uses Pros and cons Famous examples 	Task 3.1 – Types of dance events Complete the task worksheet
Learning Outcome 2 – Be able to assist in planning a dance event		
2.1 Take part in the planning of a dance event	Work as part of a group to plan at least one dance event	Task 3.2 – Plan, lead and evaluate a dance event Complete the event plan template for one event
Learning Outcome 3 – Be able to assist in leading a dance event		
3.1 Take part in the leading of a dance event	Take part in the leading of at least one dance event	Task 3.2 – Plan, lead and evaluate a dance event Practical Observation Form
Learning Outcome 4 – Be able to evaluate a dance event		
4.1 Select and use appropriate methods and tools to evaluate the success of a dance event	Evaluate at least one dance event	Task 3.2 – Plan, lead and evaluate a dance event Complete evaluation section of the event planning template for one event

Unit 4 – Dance choreography		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know different styles of dance		
1.1 Outline different dance Styles	Outline a minimum of four different styles of dance	Task 4.1 – Explore different styles of dance Complete the task worksheet
1.2 Explore a style of dance	Select one style of dance and research aspects such as: <ul style="list-style-type: none"> • Typical steps/ movements • Type of music used • History • Sociocultural references/impact • Dress/costume 	
1.3 Share their findings with others	Share their selected dance style with others. This could be through practical demonstration, leading a session or presentation	
Learning Outcome 2 – Be able to choreograph a group dance		
2.1 Choreograph a group dance	Choreograph a 2-minute group dance for a minimum of three participants that demonstrates: <ul style="list-style-type: none"> • Key leadership skills • The ‘elements of dance’ • Choreographic devises and structures • The effective use of music 	Task 4.2 – Choreograph a group dance Practical Observation Form
Learning Outcome 3 – Be able to lead a group dance		
3.1 Lead a group dance using key leadership skills	Lead a 2-minute group dance for a minimum of three participants	Task 4.2 – Choreograph a group dance Practical Observation Form

Unit 5 – Lead dance activity sessions		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand dance in the community		
1.1 Describe the various groups, clubs and organisations that provide dance and dance based fitness in the local community	Describe at least four different dance and/or dance based fitness groups, clubs and/or organisations that operate in the local community	Task 5.1 – The benefits and provision of dance in the community Complete the worksheet
1.2 Describe how taking part in dance and/or dance based fitness can benefit the local community <ul style="list-style-type: none"> • Physically • Psychologically • Socially 	Describe at least two physical benefits, two psychological benefits and two social benefits of taking part in community dance and/or dance based fitness activities	
1.3 Describe barriers to participating in community dance and/or dance based fitness in the community and suggest ways these barriers might be minimised/overcome	Describe at least three barriers that might inhibit participation in community dance and/or dance based fitness and suggest ways that each could be minimised/overcome	
Learning Outcome 2 – Be able to lead dance activity sessions		
2.1 Lead dance activity sessions	Lead a minimum of 10 hours* of dance activity sessions *Adapted Assessment for courses with a start date before 31 st July 2021 - learners are expected to complete 2 hours of total demonstration of leadership for Unit 5.	Leadership Log