



Specification

Level 4 Qualification in Dance Leadership (DL4)



**Sports
Leaders**



Introducing the Specification

In summary, this specification is same as the specification offered for delivery during the academic year 2021/22 but with some of the following adaptations and additional resources available to support your learners.

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|--|---|
| <p>Definition of community</p> | <p>The definition of community has evolved over the past year and remains true for the future. For the purpose of sports leadership community is defined as:</p> <ul style="list-style-type: none"> • Education provider • Social bubble • Home environment • Social media/digital environment • The community local to the learner (e.g. at sports clubs, youth clubs, etc.) <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>1 hour of dance leadership sessions as part of Unit 2</p> |
| <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 safety guidance.</p> <p>Once qualified the Dance Leader will be able to assist in leading dance activity sessions under direct supervision.</p> |
| <p>Learner Support Challenges</p> | <p>The aim of these challenges is to support the Sports Leader to deliver safe and inclusive sport/physical activity sessions. They will guide the learner to recognise the skills that are being developed and guide them to implement them effectively in an ever changing environment.</p> <p>These are learner facing resources and are available to access, as part of your registration fees, as part of home learning or within face to face sessions.</p> <p>The six challenges for to support your delivery of this qualification are:</p> <ol style="list-style-type: none"> 1) Valuing Learning Challenge – 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 <p>The support challenges are referenced throughout the tutor resources and the Learner Evidence Records as 'Power Up Opportunities'.</p> |

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.

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|-------------------------------------|--|
| 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 |

Demonstration of Leadership Hours

| Unit | Leadership hours required for courses with start dates from 1 st August 2022 |
|--|---|
| Unit 2 - Plan, assist in leading and review a dance activity | 1 hour of leadership to peers |

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
- Assessment of written tasks (task worksheets provided in the LER)
- Plans and evaluations completed during the course

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

Resources - Reviewed for 2022/23

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 2022/23](#)
- Learner Evidence Record - [reviewed for 2022/23](#)
- A series of Learner Support Challenges - to support learners to be adaptable to the changing safety needs of their community
- Tutor Resource presentation slides for each unit - [reviewed for 2022/23](#)
- Quality Assurance Review Checklist
- Internal Verification forms - [reviewed for 2022/23](#)
- Internal Assessment Record - [reviewed for 2022/23](#)

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 Manager (CCM) 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:

- Malpractice and maladministration policy
- Appeals and complaints policy
- Equal opportunities policy

Our Quality Assurance reviews 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 email qa@sportsleaders.org.

Progression

This qualification has a progression pathway to the next level of Sports 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](#).

SLQ SCQF Level 4 Qualification in Dance Leadership (SCQF DL4)

Specification from 1st August 2022

Unit Overview

What has changed?

Unit 2 now includes the Learning Outcomes and Performance Criteria on using stimuli in dance – Unit 4 in the 2021/22 specification has been removed.

| Units All units are mandatory | Guided Learning (Tutor time) | Directed study | Notional Learning Time |
|---|---------------------------------|----------------|------------------------|
| Unit 1 - Establishing leadership skills | 6 | 4 | 10 |
| Unit 2 - Plan, assist in leading and review dance activities | 15 | 12* | 27 |
| Unit 3 - Lead fitness based dance activities which promote a healthy lifestyle | 7 | 4 | 11 |
| | 28 | 20 | 48 |
| | | | 5 credits |
| * Includes 1 hour demonstration of leadership hours to complete in Unit 2 | | | |
| Note: The learner needs to be assessed for and pass all performance criteria from Units 1 and 2 before leading any of the 1 hour leadership required for this qualification | | | |

SLQ SCQF Level 4 Qualification in Dance Leadership (SCQF DL4)

Specification from 1st August 2022

Unit and Performance Criteria Guidance

What has changed?

In Unit 1, the Unit has been restructured and some of the Performance Criteria have changed to give better guidance to the learner and the Tutor/Assessor. The LER will guide learners and any changes in requirements for assessment decisions for Tutor/Assessors.

| 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 why the identified skills will be necessary for a Dance Leader | Outline why the five skills (Communication, Self-belief, Teamwork, Self-management, Problem solving) are necessary for a Dance Leader | Task 1.1 - Leadership skills and behaviours Complete task worksheet |
| 1.2 Outline the effect that behaviours can have on leadership skills | Outline the effect that behaviours can have on each of the five skills (two behaviours per skill) | |
| Learning Outcome 2 - Know how leadership skills and behaviours can be used in a range of situations | | |
| 2.1 Outline how the identified skills and behaviours might be used in different areas of life | Outline the positive impact the five skills might have on other areas of life | Task 1.2 - Using leadership skills and behaviours in other environments Complete task worksheet |
| Learning Outcome 3 - Be able to develop own leadership skills | | |
| 3.1 Audit own leadership skills | Carry out an audit of and create an action plan to develop own leadership skills | Task 1.3 - Reflecting on the leadership skills you have used Complete task worksheet |
| 3.2 Create an action plan for developing leadership skills | | |
| 3.3 Reflect on the development of own leadership skills against an action plan | | |
| Learning Outcome 4 - Understand the roles and responsibilities of a Dance Leader | | |
| 4.1 Outline the responsibilities of the roles that a Dance Leader might take on | Outline the responsibilities, key skills and behaviours for each of the following roles - Choreographer, Dance Captain, Rehearsal Director, Stage Manager, Health and Safety Officer | Task 1.2 - Using leadership skills and behaviours in other environments Complete task worksheet |

What has changed?

In Unit 2, learners are now required to assist in leading activities rather than a whole sport/physical activity session. The task in the LER has been changed to reflect this.

Unit 2 also now includes the 'Be able to use music and stimulus in dance' learning outcome – this was previously Unit 4.

| Unit 2 – Plan, assist in leading and review dance activities | | |
|---|---|--|
| Performance Criteria | Minimum action required | What needs to be completed |
| Learning Outcome 1 – Be able to plan appropriate dance activities | | |
| 1.1 Plan dance activity | Plan a minimum of two activities | Task 2.1 – Plan, assist in leading and review dance activities Complete plans for two activities |
| Learning Outcome 2 – Be able to use music and stimulus in dance | | |
| 2.1 Produce a dance rhythm | Produce a 32-beat musical phrase | Task 4.1 - Leading a dance piece to music Practical Observation Form |
| 2.2 Apply rhythmic awareness during a dance piece | Demonstrate the ability to keep in time during a dance piece | |
| 2.3 Use stimulus to create a motif | Demonstrate at least two motifs within a dance piece | |
| 2.4 Lead a dance routine | Lead a created dance routine to a group, for a minimum of 1 minute on two occasions | |
| Learning Outcome 3 – Be able to assist in leading appropriate dance activities | | |
| 3.1 Use effective communication skills when assisting in the leading of dance activities | Use at least two different verbal and at least two non-verbal communication methods effectively | Task 2.1 – Plan, assist in leading and review dance activities Practical Observation Form |
| | Demonstrate active listening on at least one occasion | |
| 3.2 Use effective organisational strategies when assisting in the leading of dance activities | Demonstrate effective organisation on at least one occasion | |
| 3.3 Use effective motivation methods when assisting in the leading of dance activities | Use at least two motivational methods effectively | |
| 3.4 Adapt an activity in line with the needs of the participant(s) | Adapt an activity in line with the participants' needs on at least one occasion | |
| 3.5 Lead dance activities | Assist in leading a minimum of 2 x 10 minute dance activities | |
| | Complete an additional 1-hour demonstration of leadership | Leadership Log – complete 1-hour demonstration of leadership to peers |

| Performance Criteria | Minimum action required | What needs to be completed |
|---|--|---|
| Learning Outcome 4 - Be able to review their role in the leading of dance activity | | |
| 4.1 Review own role in leading dance activity | Review the role they played to include: <ul style="list-style-type: none"> • Elements that were successful • Elements that were less successful • An outline of how the review will be used to improve future leadership activities | Task 2.1 - Plan, assist in leading and review dance activities Review at least one dance activity that has been led |

What has changed?

In Unit 3, there have been no changes to the Performance Criteria or the Tasks that need to be completed.

| 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 | |