



## Specification

### Level 5 Qualification in Dance Leadership (DL5)



**Sports  
Leaders**



## Introducing the Specification for 2022/23

Following two years of temporary adaptations to the specifications in 2020/21, the specification has been reviewed to be more relevant to the challenges that SCQF Level 5 Dance Leaders are likely to face. The qualification also aligns with professional standards for sport and physical activity leadership.

<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 dance leadership community is defined as:</p> <ul style="list-style-type: none"> <li>• Education provider</li> <li>• Social bubble</li> <li>• Home environment</li> <li>• Social media/digital environment</li> <li>• The community local to the learner (e.g. at clubs, youth clubs, etc.)</li> </ul> <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>5 hours dance leadership sessions as part of Unit 5 within their community.</p>
<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 safeguarding and 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.</p>
<p>Learner Support Challenges</p>	<p>The aim of these challenges is to support the Dance 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"> <li>1) Valuing Learning Challenge - Engaging with learning and your community</li> <li>2) Skills for Progression Challenge - The personal skills you need to progress</li> <li>3) Believe in Yourself Challenge - Building confidence to succeed</li> <li>4) Safety First Challenge - Leading activities safely</li> <li>5) Adapting Activities Challenge - Developing activities for a changing environment</li> <li>6) Virtual Leading Challenge - Using technology for leading activities</li> </ol> <p>The support challenges are referenced throughout the tutor resources and the Learner Evidence Records as ‘Power Up Opportunities’.</p>

## 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.

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	5 hours (see the demonstration of leadership section below for more information on this)
Credits	7 credits
Insight points	13

## Demonstration of Leadership Hours

Unit	Leadership hours required for courses with start dates from 1 <sup>st</sup> August 2022
Unit 5 - Lead dance activity sessions	5 hours 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 2021/22

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 2021/22](#)
- Learner Evidence Record – [reviewed for 2021/22](#)
- 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 2021/22](#)
- Quality Assurance Review Checklist
- Internal Verification forms – [reviewed for 2021/22](#)
- Internal Assessment Record – [reviewed for 2021/22](#)

### 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](mailto:qa@sportsleaders.org).

**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.

**Price**

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

# SLQ SCQF Level 5 Qualification in Dance Leadership (DL5)

Specification from 1st August 2022

## Unit Overview

### What has changed?

The Demonstration of leadership hours has changed to 5 hours for August 2022 course starts onwards.

Units All units are mandatory	Guided Learning (Tutor time)	Directed study Includes 10 leadership hours*	Notional Learning Time
Unit 1 - Building leadership skills	4	6	10
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	8*	10
	<b>31</b>	<b>32</b>	<b>63</b>
			<b>7 credits</b>

\* Includes 5 hours demonstration of leadership to complete in Unit 5.

Note: The learner needs to be assessed for and pass all performance criteria from Units 1 and 2 before leading any of the 5 hours leadership required for this unit

# SLQ SCQF Level 5 Qualification in Dance Leadership (DL5)

Specification from 1<sup>st</sup> 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.

There is a new requirement to carry out two dance roles during the course.

Unit 1 – Building leadership skills		
Performance Criteria	Minimum action required	What needs to be completed
<b>Learning Outcome 1 – Understand the skills and behaviours needed for effective leadership</b>		
1.1 Describe the skills that an effective leader will need	Describe the five skills (Communication, Self-belief, Teamwork, Self-management, Problem solving) that an effective leader needs and explain why they are necessary	<b>Task 1.1 – Leadership skills and behaviours</b> Complete task worksheet
1.2 Explain why the identified skills will be necessary for effective, successful leadership		
1.3 Describe the effect that behaviours can have on effective leadership		
<b>Learning Outcome 2 – Understand the importance of leadership skills and behaviours in a range of situations</b>		
2.1 Explain the positive impact that the identified skills and behaviours might have on employability and success in a work environment	Explain the positive impact the five skills might have on employability and success in a work environment	<b>Task 1.2 – Using leadership skills and behaviours in other environments</b> Complete task worksheet
<b>Learning Outcome 3 – Be able to manage the development of own leadership skills</b>		
3.1 Audit own leadership skills	Carry out an audit of and create an action plan to develop own leadership skills	<b>Task 1.3 – Reflecting on the leadership skills you have used</b> 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		
<b>Learning Outcome 4 – Be able to take on the roles and responsibilities of a Dance Leader</b>		
4.1 Take on different dance leadership roles	Take on two of the following roles below during the courses – Choreographer, Dance Captain, Rehearsal Director, Stage Manager, Health and Safety Officer	<b>Task 2.1 – Plan, lead and evaluate dance activity sessions</b> Practical observation Form

### What has changed?

In Unit 2, learners are now required to lead a minimum of 2 x 20 minutes dance activity sessions rather than 2 x 15 minutes. This allows the learner to lead a complete session and reflects the time needed to lead a warm-up, a main activity and a cool down or closing activity.

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	<b>Task 2.1 – Plan, lead and evaluate dance activity sessions</b> Complete session plans for two sessions
1.2 Identify how to make dance activity sessions inclusive for participants	Identify at least two ways that the session can be made inclusive for participants with different needs	
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	<b>Task 2.1 – Plan, lead and evaluate dance activity sessions</b> Practical Observation Form
	Demonstrate active listening on at least one occasion	
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"> <li>• Two things participants did well</li> <li>• One thing that can be improved</li> </ul>	
2.6 Complete a risk assessment for a dance activity session	Complete a risk assessment for at least one dance activity session	<b>Task 2.2 – Completing a risk assessment for a dance activity session</b> Complete the risk assessment for one planned session
2.7 Lead dance activity sessions	Lead a minimum of 2 x 20 minutes dance activity sessions. Each session must have a different purpose from the list provided above	<b>Task 2.1 – Plan, lead and evaluate dance activity sessions</b> Practical Observation Form

Performance Criteria	Minimum action required	What needs to be completed
<b>Learning Outcome 3 - Be able to evaluate structured, inclusive and safe dance activity sessions</b>		
3.1 Evaluate dance activity sessions	Evaluate the sessions delivered to include: <ul style="list-style-type: none"> <li>• Aspects of the session that went well</li> <li>• Aspects of the session that require improvement</li> <li>• An explanation of how the evaluation will be used to improve the future sessions</li> </ul>	<b>Task 2.1 - Plan, lead and evaluate dance activity sessions</b> Complete evaluation sections of session plans for at least two different sessions

**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 - 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"> <li>• Key Features</li> <li>• Main uses</li> <li>• Pros and cons</li> <li>• Famous examples</li> </ul>	<b>Task 3.1 - Types of dance events</b> 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	<b>Task 3.2 - Plan, lead and evaluate a dance event</b> 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	Take part in the leading of at least one dance event	<b>Task 3.2 - Plan, lead and evaluate a dance event</b> 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	<b>Task 3.2 - Plan, lead and evaluate a dance event</b> Complete evaluation section of the event planning template for one event

**What has changed?**

In Unit 4, there have been no changes to the Performance Criteria or the Tasks that need to be completed.

Unit 4 – Dance choreography		
Performance Criteria	Minimum action required	What needs to be completed
<b>Learning Outcome 1 – Know different styles of dance</b>		
1.1 Outline different dance Styles	Outline a minimum of four different styles of dance	<b>Task 4.1 – Explore different styles of dance</b> 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"> <li>• Typical steps/ movements</li> <li>• Type of music used</li> <li>• History</li> <li>• Sociocultural references/impact</li> <li>• Dress/costume</li> </ul>	
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	
<b>Learning Outcome 2 – Be able to choreograph a group dance</b>		
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"> <li>• Key leadership skills</li> <li>• The ‘elements of dance’</li> <li>• Choreographic devises and structures</li> <li>• The effective use of music</li> </ul>	<b>Task 4.2 – Choreograph a group dance</b> Practical Observation Form
<b>Learning Outcome 3 – Be able to lead a group dance</b>		
3.1 Lead a group dance using key leadership skills	Lead a 2-minute group dance for a minimum of three participants	<b>Task 4.2 – Choreograph a group dance</b> Practical Observation Form

**What has changed?**

In Unit 4, the number of demonstration of leadership hours is now 5. It was 10 hours in previous specifications.

A witness statement is now required for one session that the learner leads as part of their 5 hours.

Unit 5 – Lead dance activity sessions		
Performance Criteria	Minimum action required	What needs to be completed
<b>Learning Outcome 1 – Understand dance in the community</b>		
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	<b>Task 5.1 – The benefits and provision of dance in the community</b> Complete the worksheet
1.2 Describe how taking part in dance and/or dance based fitness can benefit the local community	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	
<b>Learning Outcome 2 – Be able to lead dance activity sessions</b>		
2.1 Lead dance activity sessions	Lead a minimum of 5 hours of dance activity sessions	<b>Task 5.2 – Leadership Log</b> Complete the Leadership Log and get at least one Witness Statement from a responsible person, participant or observer