

# Specification

Level 4 Qualification in Dance  
Leadership (DL4)

## Qualification information

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### Objective:

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

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|-------------------------------------|--|
| Minimum age on course start date    | 12 years old but must be in S2 (Secondary 2) or above  |
| Pre-requisites                      | None   |
| Level of supervision during course  | Direct supervision                                     |
| Level of supervision once qualified | Direct supervision                                     |
| Total Qualification Time (TQT)      | 48 hours   |
| Tutored time (GL)                   | 28 hours   |
| Demonstration of leadership         | 1 hour - required before qualification is certificated |
| Credits                             | 5 credits  |

## Assessment

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

- Practical observation – video/photos can be used to support this
- 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

## Resources

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

- Qualification specification
- Learner Evidence Record
- Tutor Resource presentation slides for each unit.
- Internal Verification Record
- Quality Assurance Review Checklist
- Group Learner Authenticity Statement (optional form)

## Training

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Sports Leaders UK offers Tutor Training for those who wish to deliver our qualifications. It is compulsory for a minimum of one person per Qualification Centre to attend Tutor Training prior to course delivery. Information on Tutor Training can be found [here](#).

From 1<sup>st</sup> August 2018 it will also be compulsory for all named Internal Verifiers on a Sports Leaders UK qualification to undertake online training. Auto-enrolment onto the training can be accessed by clicking [here](#).

## **Policies**

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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 be checking 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**

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

## **Price**

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

## **FAQs**

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

## Qualification Units and Assessment Requirements

### Level 4 Qualification in Dance Leadership



| Unit title and outline   | Guided Learning<br>(Tutor time) | Directed study<br>*Includes 1 hour<br>demonstration of<br>leadership | Notational<br>Learning Time* | Credits |
|--|---------------------------------|--|------------------------------|---------|
| <b>Mandatory units</b>   |                                 |  |                              |         |
| Unit 1 – Establishing leadership skills  | 6                               | 4  | 10                           | -       |
| Unit 2 – Plan, assist in leading and review 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                           | -       |
|  | 28                              | 20   | 48                           | 5       |

\*Notational Learning Time - The time required for an 'average' learner at a specified SCQF Level to achieve the learning outcomes. Includes all the learning activities required for the achievement of the learning outcomes as well as the assessment.

| <b>Unit 1 – Establishing leadership skills</b>                                   |   |  |  |  |
|--|---|--|--|--|
| Learning Outcome<br><i>The learner will...</i>                                   | Teaching content<br><i>The learner must be taught...</i>  | Assessment Criteria<br><i>The learner must be able to...</i>                             | Minimum action required<br><i>The learner must...</i>  | What needs to be completed   |
| 1. Know the skills and behaviours needed to lead others                          | What is meant by the terms 'skill' and 'behaviour'  |  |  | <b>Task 1.1 – Leadership skills and behaviours</b><br><br>Complete the task worksheet                    |
|  | The 'skills' that a dance leader will need  | 1.1 Outline the skills that an effective leader will need                                | Outline at least 5 skills an effective leader should have  |  |
|  | The 'behaviours' that a dance leader would be expected to portray   | 1.2 Outline the way in which a successful leader should behave                           | Outline at least 5 behaviours an effective leader should display   |  |
|  | Why these skills and behaviours are important and the effect that a leader having/not having them might have on a session   | 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  | <b>Task 1.2 – Leadership skills and behaviours as part of a group</b><br><br>Complete the task worksheet |
|  | The importance of being able to work with others as part of a group   | 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"> <li>• A dance leader</li> <li>• Life</li> <li>• Employment</li> </ul> |  |
| The skills and behaviours needed in order to work effectively as part of a group | 1.5 Outline the skills and behaviours needed in order to work effectively as part of a group  | Outline at least 3 skills and 3 behaviours needed to work effectively as part of a group |  |  |
| 2. Be able to use leadership skills and behaviours effectively                   | To develop the skills necessary to lead others to include: <ul style="list-style-type: none"> <li>• Rating their current skill set</li> <li>• Highlighting areas in need of development</li> <li>• Practicing highlighted skills in relevant situations</li> </ul> Accepting feedback from others and using it to aid skill development | 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, listing at least 10 leadership skills   | <b>Task 1.3 – Audit of leadership skills</b><br><br>Complete the task worksheet                          |

| <b>Unit 1 – Developing leadership skills (continued)</b>                   |   |   |   |  |
|--|---|---|---|--|
| <b>Learning Outcome</b><br><i>The learner will...</i>                      | <b>Teaching content</b><br><i>The learner must be taught...</i>   | <b>Assessment Criteria</b><br><i>The learner must be able to...</i>       | <b>Minimum action required</b><br><i>The learner must...</i>      | <b>What needs to be completed</b>  |
| 2. Be able to use leadership skills and behaviours effectively (continued) | To use appropriate skills and portray necessary behaviours when leading others  | 2.2 Demonstrate the development of their leadership skills and behaviours | Show improvement in at least 2 aspects of their leadership skills | <b>Task 1.1 – Leadership skills and behaviours</b><br><br>Practical Observation Form – Tutor/Assessor                    |
|  | How to develop their leadership skills through practice   |   |   |  |
|  | To use appropriate skills and portray necessary behaviours in order to work effectively as part of a group  | 2.3 Demonstrate the ability to work effectively as part of a group        | Work effectively as part of a group on at least 1 occasion        | <b>Task 1.2 – Leadership skills and behaviours as part of a group</b><br><br>Practical Observation Form – Tutor/Assessor |
| 3. Know the leadership opportunities available to them                     | What other leadership opportunities are available to include: <ul style="list-style-type: none"> <li>• Within the organisation</li> <li>• Within the local community</li> <li>• Within the wider community</li> </ul> |   |   |  |
|  | About opportunities that exist to undertake other related qualifications  |   |   |  |

| Unit 2 – Plan, assist in leading and review dance sessions  |  |   |  |  |
|---|--|---|--|--|
| Learning Outcome<br><i>The learner will...</i>              | Teaching content<br><i>The learner must be taught...</i>   | Assessment Criteria<br><i>The learner must be able to...</i>                    | Minimum action required<br><i>The learner must...</i>  | What needs to be completed   |
| 1. Know how to plan structured and inclusive dance activity | The use of information to inform planning to include: <ul style="list-style-type: none"> <li>• What information will be needed</li> <li>• Where this information can be found</li> <li>• Methods of collecting and recording this information</li> <li>• How this information will affect the planning of dance activity sessions</li> </ul> | 1.1 Describe a range of activities for the elements of a dance activity session | Describe at least 2 different activities for each: <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Main body</li> <li>• Cool down</li> </ul> | <b>Task 2.1 – Plan, assist in leading and review a dance activity session</b><br><br>Session plan template – use at least 2 examples of each activity type across the 3 session plan templates |
|   | Different components of a dance activity session to include: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm up</li> <li>• Main activity</li> <li>• Cool down</li> <li>• Closing the session/plenary</li> </ul>  |   |  |  |
|   | When, why and how each identified component of a dance activity session may be used  |   |  |  |
|   | A range of different activities for each of the identified component of a dance activity session to include: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm up</li> <li>• Main activity</li> <li>• Cool down</li> <li>• Closing the session/plenary</li> </ul>  |   |  |  |
|   | How the needs and ability of participants may differ and the effect this might have on the planning of sessions  |   |  |  |

| <b>Unit 2 – Plan, assist in leading and review dance sessions (continued)</b> |  |  |   |  |
|---|--|--|---|--|
| <b>Learning Outcome</b><br><i>The learner will...</i>                         | <b>Teaching content</b><br><i>The learner must be taught...</i>  | <b>Assessment Criteria</b><br><i>The learner must be able to...</i>                | <b>Minimum action required</b><br><i>The learner must...</i>  | <b>What needs to be completed</b>  |
| 2. Be able to plan structured and inclusive dance activity                    | To collect a range of background information to include: <ul style="list-style-type: none"> <li>Participant: age, ability, number, previous experience</li> <li>Session: focus, time, duration</li> <li>Equipment: type, amount</li> <li>Facility: location, size, type</li> </ul>                     | 2.1 Plan dance activity sessions   | Plan 3 dance activity sessions  | <b>Task 2.1 – Plan, assist in leading and review a dance activity session</b><br><br>Session plan template – create a plan for at least 3 dance sessions |
|   | To plan dance activity that meets participants' needs, using previously collected background information to include: <ul style="list-style-type: none"> <li>An appropriate structure</li> <li>Includes appropriate activities</li> <li>Allows for adaptation in order to cater for all need</li> </ul> |  |   |  |
| 3. Know how to lead structured and inclusive dance activity                   | Elements of communication which will support effective delivery of dance activity to include: <ul style="list-style-type: none"> <li>Verbal communication</li> <li>Non-verbal communication</li> </ul>   | 3.1 Describe how dance activities can be adapted to suit the needs of participants | Describe at least 2 ways that you can adapt a dance activity session to make it less challenging, and at least 2 ways to make it more challenging | <b>Task 2.1 – Plan, assist in leading and review a dance activity session</b><br><br>Session plan template – complete the relevant sections              |
|   | Strategies which can be used to aid organisation within a dance activity environment   |  |   |  |
|   | Motivational methods   |  |   |  |
|   | How to adapt activities to meet the needs of participants  |  |   |  |



| <b>Unit 2 – Plan, assist in leading and review dance sessions (continued)</b> |   |   |  |  |
|---|---|---|--|--|
| <b>Learning Outcome</b><br><i>The learner will...</i>                         | <b>Teaching content</b><br><i>The learner must be taught...</i>   | <b>Assessment Criteria</b><br><i>The learner must be able to...</i>                       | <b>Minimum action required</b><br><i>The learner must...</i>   | <b>What needs to be completed</b>  |
| 4. Be able to assist in leading structured and inclusive dance activity       | To assist in leading dance activities that are suitable for participants to include: <ul style="list-style-type: none"> <li>• Use appropriate verbal and non-verbal communication</li> <li>• Organise equipment, participants and space successfully</li> <li>• Employ a range of ways to motivate participants</li> <li>• Adapt space and/or equipment so that all participants can achieve</li> </ul> | 4.1 Assist in leading dance sessions  | Assist in leading at least 1 x 15 minute dance activity session<br>Complete an additional 1 hour demonstration of leadership | <b>Task 2.1 – Plan, assist in leading and review a dance activity session</b><br><br><b>Practical Observation Form – Tutor/Assessor</b><br><br><b>Leadership Log - 1 hour demonstration of leadership</b>      |
|   |   | 4.2 Use verbal communication when leading a dance activity session                        | Use at least 3 different verbal communication methods  |  |
|   |   | 4.3 Use non-verbal communication when leading a dance activity session                    | Use at least 3 different non-verbal communication methods  |  |
|   |   | 4.4 Use motivation methods to motivate participants when leading a dance activity session | Use at least 3 motivational methods  |  |
| 5. Be able to review a dance activity session                                 | How to review a dance activity session: <ul style="list-style-type: none"> <li>• To improve own performance</li> <li>• To inform future planning</li> <li>• To improve future dance sessions</li> </ul>   | 5.1 Review a dance activity session   | Review dance activity sessions that has been led   | <b>Task 2.1 – Plan, assist in leading and review a dance activity session</b><br><br>Session plan template – complete the review section of the session plan template for at least 1 session that has been led |
|   | A range of review methods   |   |  |  |
|   | To review a dance activity session to include: <ul style="list-style-type: none"> <li>• Select an area of focus</li> <li>• Select method(s) of review</li> <li>• Employ tools that can help in the review</li> <li>• Record the results of the review in an appropriate format</li> </ul>   |   |  |  |

| <b>Unit 3 – Lead fitness based dance activities which promote a healthy lifestyle</b>         |   |  |   |  |
|---|---|--|---|--|
| <b>Learning Outcome</b><br><i>The learner will...</i>   | <b>Teaching content</b><br><i>The learner must be taught...</i>   | <b>Performance Criteria</b><br><i>The learner must be able to...</i>   | <b>Minimum action required</b><br><i>The learner must...</i>  | <b>What needs to be completed</b>  |
| 1. Know the factors that contribute to a healthy lifestyle and suggest lifestyle improvements | How the following factors may affect a person's health and fitness: <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Smoking</li> <li>• Drugs</li> <li>• Alcohol</li> <li>• Diet</li> <li>• Age</li> <li>• Environment</li> </ul> | 1.1 Describe how the following factors may affect a person's health and fitness: <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Smoking</li> <li>• Drugs</li> <li>• Alcohol</li> <li>• Diet</li> <li>• Age</li> <li>• Environment</li> </ul> | Identify a minimum of 1 effect on a person's health and fitness for each of the listed factors.                             | <b>Task 3.1- Factors that contribute to a healthy lifestyle</b>                    |
|   | How they can improve their own lifestyle by implementing new strategies   | 1.2 Describe lifestyle improvement strategies that they could use to improve their own lifestyle   | Identify a minimum of 2 strategies that could be implemented to improve their own lifestyle and the impact these would have |  |
| 2. Be able to plan, assist in leading and review a fitness based dance session                | The different types of fitness based dance sessions   |  |   | <b>Task 3.2 – Plan, assist in leading and review a fitness based dance session</b> |
|   | To plan a fitness based dance session that is suitable for participants   | 2.1 Plan a fitness based dance session   | Plan a minimum of 1 fitness based dance session   |  |
|   | To assist in leading a fitness based dance session that is suitable for participants  | 2.2 Assist in leading fitness based dance session  | Lead for a minimum of 10 minutes  |  |
|   | To review the fitness based dance session   | 2.3 Review the fitness based dance session   | Review the fitness based dance session that has been led  |  |

| <b>Unit 4 - Using music and stimulus in dance</b>             |   |  |   |  |
|---|---|--|---|--|
| <b>Learning Outcome</b><br><i>The learner will...</i>         | <b>Teaching content</b><br><i>The learner must be taught...</i>   | <b>Performance Criteria</b><br><i>The learner must be able to...</i> | <b>Minimum action required</b><br><i>The learner must...</i>                      | <b>What needs to be completed</b>  |
| 1. Know the use of music and stimulus in dance                | What a musical phase is and how these can be used within dance  |  |   |  |
|   | Types of stimulus and motifs in dance, for example: <ul style="list-style-type: none"> <li>• piece of music</li> <li>• prop</li> <li>• personal object</li> <li>• picture or painting</li> <li>• poem or story</li> </ul> |  |   |  |
| 2. Understand the four elements of dance                      | The 4 elements of dance: <ul style="list-style-type: none"> <li>• Actions</li> <li>• Space</li> <li>• Dynamics</li> <li>• Relationships</li> </ul>  |  |   |  |
| 3. Be able to incorporate music and stimulus to a dance piece | How to produce a rhythm using a variety of different methods, for example: <ul style="list-style-type: none"> <li>• Clapping</li> <li>• Stamping feet</li> <li>• Use of instruments</li> </ul>                            | 3.1 Produce a dance rhythm   | Produce a 32-beat musical phrase  | <b>Task 4.1 - Leading a dance piece to music</b><br><br><b>Practical Observation Form – Tutor/Assessor</b> |
|   | How to keep in time with the rhythm during performances   | 3.2 Apply rhythmic awareness during a dance piece                    | Demonstrate the ability to keep in time during a dance piece                      |  |
|   | To incorporate stimulus into a dance piece  | 3.3 Use stimulus to create a motif                                   | Demonstrate at least 2 motifs within a dance piece                                |  |
|   | To take on the role of a leader to lead a dance to a group  | 3.4 Lead a dance routine   | Lead a created dance routine to a group, for a minimum of 1 minute on 2 occasions |  |