

# Specification

Level 2 Qualification in Dance  
Leadership (DL2)

## Qualification information

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### Objective:

DL2 is a nationally recognised qualification that enables successful learners 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)
Total Qualification Time (TQT)	61 hours
Tutored time (GL)	30 hours
Demonstration of leadership	10 hours - required before qualification is certificated
Credits	6 credits
Qualification number (Quan code)	603/1245/2

## 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 further dance related qualifications, training or employment.

## **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 2 Qualification in Dance Leadership (DL2)



Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 10 hours demonstration of leadership</small>	Total Qualification Time (TQT)	Credits
<b>Mandatory units</b>				
Unit 1 – Developing leadership skills	3	3	6	-
Unit 2 – Plan, lead and evaluate dance sessions	10	5	15	-
Unit 3 – Assist in planning and leading a dance activity event	10	8	18	-
Unit 4 – Dance choreography	5	5	10	-
Unit 5 – Lead dance activity sessions	2	10*	12	-
	30	31	61	6

<b>Unit 1 – Developing leadership skills</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
1. Understand the skills and behaviours needed for effective leadership	What is meant by 'skill' and 'behaviour' and the differences between them	1.1 Explain the similarities and differences between skills and behaviours	Explain at least 1 similarity and 1 difference between skills and behaviours	<b>Task 1.1 – Leadership skills and behaviours</b>  Complete task worksheet
	The skills that an effective leader will need	1.2 Describe the skills that an effective leader will need	Describe at least 5 skills that an effective leader will need and explain why they are necessary	
	The behaviours that a successful leader will be expected to portray	1.3 Describe the behaviours that an effective leader will need	Describe at least 5 behaviours that an effective leader will need and explain why they are necessary	
	Why the identified skills and behaviours are necessary for effective, successful leadership	1.4 Explain why the identified skills and behaviours will be necessary for effective, successful leadership		
2. Understand the importance of leadership skills and behaviours in a range of situations	How and why identified leadership skills and behaviours might be relevant outside of a dance setting	2.1 Explain how and why identified skills and behaviours might be relevant in other environments	For at least 5 skills and 5 behaviours, explain how and why they might be relevant in other environments	<b>Task 1.2 – Using leadership skills and behaviours in other environments</b>  Complete task worksheet
	The positive impact that the identified skills and behaviours could have on employability and success in a work environment	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	
	The importance of team work in a range of situations			
	The link between effective leadership skills and behaviours and successful team working			
3. Be able to evaluate own leadership skills and behaviours	How to evaluate own leadership skills	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	<b>Task 1.3 – Evaluate own leadership skills</b>  Complete task worksheet at the start and revisit at the end of the course
	How to use the evaluation to highlight areas in need of development			
	How to develop leadership skills and behaviours			

Unit 1 – Developing leadership skills (continued)				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
4. Understand the roles and responsibilities of a Dance Leader	The different roles that a Dance Leader may take on to include: <ul style="list-style-type: none"> <li>• Role model</li> <li>• Mentor/buddy</li> <li>• Ambassador</li> <li>• Safety officer</li> </ul>			
	The responsibilities that are associated with each identified role			
	The skills and behaviours that are needed to fulfil these roles successfully			
	Opportunities that exist to take on one or more of these roles within or outside of the organisation			

Unit 2 – Plan, lead and evaluate dance activity sessions				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
1. Know how to plan structured, inclusive and safe dance activity sessions	What is meant by a 'series of sessions'			
	How planning a series of sessions differs to planning individual sessions			
	How to plan a session: <ul style="list-style-type: none"> <li>Collecting relevant information in order to inform planning</li> <li>Selecting a focus</li> <li>Deciding on each session's aims</li> <li>Building in flexibility and opportunities to alter plans</li> <li>Use of evaluation to inform the planning of future sessions</li> <li>Recording plans in an appropriate format</li> </ul>			
	How to plan structured sessions: <ul style="list-style-type: none"> <li>Appropriate pace and flow</li> <li>Transitions from one activity to the next</li> <li>Appropriate start and end to sessions</li> <li>Activities which are coherent and relevant</li> </ul>			
	How to plan inclusive sessions: <ul style="list-style-type: none"> <li>Possible range of abilities and needs</li> <li>How to make activities easier</li> <li>How to make activities more challenging</li> <li>How to adapt plans whilst the session is in progress in order to ensure suitability for participant needs</li> </ul>			

Unit 2 – Plan, lead and evaluate dance activity sessions (continued)				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
1. Know how to plan structured, inclusive and safe dance activity sessions (continued)	How to plan safe sessions, to include: <ul style="list-style-type: none"> <li>• Potential risks and hazards</li> <li>• How to minimise risk and maximise safety: <ul style="list-style-type: none"> <li>○ Before the session</li> <li>○ During the session</li> <li>○ After the session</li> </ul> </li> </ul>			
	A range of different activities for various components of a dance session			
2. Be able to plan structured, inclusive and safe dance activity sessions	Collect information needed to plan sessions	2.1 Plan dance activity sessions	Plan a minimum of 3 dance activity sessions.	<b>Task 2.1 – Plan, lead and evaluate dance activity sessions</b>  Complete session plans for 3 sessions
	To plan dance activity sessions that meet participants' needs, using previously collected background information, to include: <ul style="list-style-type: none"> <li>• Session objectives linked to programme aims</li> <li>• Appropriate structure</li> <li>• Appropriate activities</li> <li>• Activity timing and sequence</li> <li>• Adaptation to cater for all</li> <li>• Safety</li> </ul>			
3. Be able to lead structured, inclusive and safe dance activity sessions	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 Use effective communication when leading dance activity sessions	Use at least 3 different verbal and at least 3 non-verbal communication methods effectively	<b>Task 2.1 – Plan, lead and evaluate dance activity sessions</b>  Practical Observation Form – Tutor/Assessor(s)
	Motivational methods	3.2 Use effective motivation methods when leading dance activity sessions	Use 3 motivational methods effectively	
	How to adapt activities to meet the needs of participants	3.3 Adapt the session effectively in line with the needs of the participant(s)	Adapt a session in line with the participant(s) needs	



Unit 2 – Plan, lead and evaluate dance activity sessions (continued)				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
3. Be able to lead structured, inclusive and safe dance activity sessions (continued)	Strategies to manage the behaviour of participant(s)	3.4 Use ground rules as part of a dance activity session	Set and enforce at least 3 ground rules	<b>Task 2.1 – Plan, lead and evaluate dance activity sessions</b> Practical Observation Form – Tutor/Assessor(s)
	Strategies which can be used to aid organisation within a dance activity session			
	How to deal with risks and hazards within sessions to include: <ul style="list-style-type: none"> <li>• Dynamic risk assessment</li> <li>• Refer risks and hazards that are outside of own control to the relevant person</li> <li>• Ensuring facilities and equipment are safe to use</li> <li>• Understanding emergency procedures of the organisation</li> </ul>	3.5 Complete a risk assessment for a dance activity session	Complete a risk assessment for at least 1 dance activity session	<b>Task 2.2 – Completing a risk assessment for a dance activity session</b>  Complete the risk assessment template for 1 planned session
	How to safeguard participants to include: <ul style="list-style-type: none"> <li>• What safeguarding is</li> <li>• The importance of safeguarding participants</li> <li>• How to report concerns about the safeguarding of participants</li> </ul>			
	To lead dance activity sessions that is suitable for participants to include: <ul style="list-style-type: none"> <li>• Effective communication (verbal and non-verbal)</li> <li>• Management of equipment, participants and space</li> <li>• Motivation</li> <li>• Adaptation</li> <li>• Agreement of expectations with the group</li> <li>• Behaviour management</li> <li>• Management of safety</li> </ul>	3.6 Lead dance activity sessions	Lead a minimum of 3 x 15 minutes dance activity sessions.	<b>Task 2.1 – Plan, lead and evaluate dance activity sessions</b>  Practical Observation Form – Tutor/Assessor(s)

Unit 2 – Plan, lead and evaluate dance activity sessions (continued)				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
4. Be able to evaluate dance activity sessions	Use a range of methods to gain feedback	4.1 Evaluate dance activity sessions	Evaluate the sessions delivered to include: <ul style="list-style-type: none"> <li>• 3 aspects of the session that went well.</li> <li>• 3 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 sessions</b>  Complete evaluation sections of session plans for at least 3 different sessions
	Identify strengths and areas for development to include: <ul style="list-style-type: none"> <li>• Analyse feedback and highlight main strengths</li> <li>• Analyse feedback and highlight areas in need of improvement</li> </ul>			
	Identify improvements that could be made to include: <ul style="list-style-type: none"> <li>• Suggest steps that could be taken to improve identified weaknesses</li> <li>• Identify how improvements will be measured</li> </ul>			

<b>Unit 3 – Assist in planning and leading a dance activity event</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
1. Understand the different types of dance activity events	Use and purpose of different types of dance activity events	1.1 Describe different types of dance activity events	Describe at least 3 different types of dance activity 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 activity events</b>  Complete the task worksheet
	Different formats of dance activity event			
	Potential pros and cons of different dance activity events and formats			
2. Be able to assist in planning a dance activity event	Collect appropriate background information to inform event planning	2.1 Take part in the planning of a dance activity event	Work as part of a group to plan at least 1 dance activity event	<b>Task 3.2 – Plan, lead and evaluate a dance activity event</b>  Complete the event plan template for 1 event
	Take part in planning a dance activity event to include: <ul style="list-style-type: none"> <li>• Taking on a required role</li> <li>• Fulfilling responsibilities of allocated identified role</li> <li>• Selecting focus and activities to be included in the event</li> <li>• Appropriate structure, pace and flow of the activities</li> <li>• Selecting appropriate equipment, facilities and environment</li> </ul>			
	Record the plan for a dance activity event in an appropriate format			
3. Be able to assist in leading a dance activity event	To lead a dance activity event to include: <ul style="list-style-type: none"> <li>• Carry out the responsibilities associated with the chosen leadership role at a dance activity event</li> <li>• Work effectively with other team members at a dance activity event</li> </ul>	3.1 Work as a team to take part in the leading of a dance activity event	Take part in the leading of at least 1 dance activity event	<b>Task 3.2 – Plan, lead and evaluate a dance activity event</b>  Practical Observation Form – Tutor/Assessor(s)

<b>Unit 3 – Assist in planning and leading a dance activity event (continued)</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
4. Be able to evaluate a dance activity event	To evaluate the success of the dance activity event to include: <ul style="list-style-type: none"> <li>• Own leadership role</li> <li>• Overall team performance</li> <li>• The success of the event as a whole</li> <li>• How the evaluation will be used to inform own future leadership</li> <li>• How the evaluation could be used to better future dance activity events</li> </ul>	4.1 Select and use appropriate methods and tools to evaluate the success of a dance activity event	Evaluate at least 1 dance activity event	<b>Task 3.2 – Plan, lead and evaluate a dance activity event</b>  Complete evaluation section of the event planning template 1 event

<b>Unit 4 – Dance choreography</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
1. Know different styles of dance	A range of different dance styles	1.1 Outline different dance styles	Outline a minimum of 4 different styles of dance	<b>Task 4.1 – Explore different styles of dance</b>  Complete the task worksheet
	To research a selected style of dance	1.2 Explore a selected dance style <ul style="list-style-type: none"> <li>• Typical steps/ movements</li> <li>• Music</li> <li>• Relationship of music to dance style</li> <li>• History</li> <li>• Sociocultural references/impact</li> <li>• Dress/costume</li> </ul>	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>	
	To share their findings with others	1.3 Share their findings with others	Share their selected dance style with others e.g. <ul style="list-style-type: none"> <li>• Practical demonstration of movements</li> <li>• Leading a session</li> <li>• Presentation</li> </ul>	<b>Task 4.1 – Explore different styles of dance</b>  Practical Observation Form – Tutor/Assessor(s)
2. Understand choreography	Elements of dance such as: <ul style="list-style-type: none"> <li>• Space</li> <li>• Dynamics</li> <li>• Actions</li> <li>• Relationships</li> </ul>			
	Choreographic devices and structures such as: <ul style="list-style-type: none"> <li>• Motif and motif development</li> <li>• Repetition</li> <li>• Unison and canon</li> <li>• Statement and response</li> <li>• Theme and variation</li> <li>• Binary, ternary, rondo</li> <li>• Narrative</li> </ul>			

<b>Unit 4 – Dance choreography (continued)</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
2. Understand choreography (continued)	The relationship between movement and dance: <ul style="list-style-type: none"> <li>• Rhythm/beat</li> <li>• Phrase</li> <li>• Style and mood</li> <li>• Speed</li> </ul>			
3. Be able to choreograph a group dance	Choreograph a group dance	3.1 Choreograph a group dance	Choreograph a 5 minute group dance for a minimum of 6 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 use of music effectively</li> </ul>	<b>Task 4.2 - Choreograph a group dance</b>  <b>Practical Observation Form – Tutor/Assessor</b>
4. Be able to lead a group dance	How to lead a group dance using key leadership skills	3.1 Lead a group dance using key leadership skills	Lead a 5 minute group dance for a minimum of 6 participants, demonstrating: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Organisation</li> <li>• Motivation</li> <li>• Safety</li> <li>• Behaviour management</li> <li>• Adaptation</li> </ul>	

<b>Unit 5 – Lead dance activity sessions</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
1. Understand dance in the community	The provision of dance within the local community, including: <ul style="list-style-type: none"> <li>• Dance based fitness activities</li> <li>• Community dance groups</li> <li>• Dance schools</li> <li>• Other dance organisations/clubs/groups</li> </ul>	1.1 Describe the various groups, clubs and organisations that provide dance and dance based fitness in the local community	Describe at least 4 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
	How community dance provision benefits the local community	1.2 Describe how taking part in dance and/or dance based fitness can benefit the local community <ul style="list-style-type: none"> <li>• Physically</li> <li>• Psychologically</li> <li>• Socially</li> </ul>	Describe at least 2 physical benefits, 2 psychological benefits and 2 social benefits of taking part in community dance and/or dance based fitness activities	
	Barriers to participating in community dance and how these might be minimised/overcome	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 3 barriers that might inhibit participation in community dance and/or dance based fitness and suggest ways that each could be minimised/overcome	
2. Be able to lead dance activity sessions	What opportunities there are to lead dance activity sessions within the centre/community	2.1 Lead dance activity sessions	Lead a minimum of 10 hours of dance activity sessions	<b>Task 5.2 – Plan, lead and evaluate dance activity sessions</b>  <b>Leadership Log</b> – complete 10 hours demonstration of leadership
	To lead dance activity sessions in the centre or local community			