



Specification

Level 1 Qualification in Dance Leadership (DL1)



**Sports
Leaders**

Dance
Leader

DL1

Qualification information

Objective:

DL1 is a nationally recognised qualification that enables successful learners to assist in leading purposeful and enjoyable dance activity sessions, under direct supervision.

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
Total Qualification Time (TQT)	47 hours
Tutored time (GL)	28 hours
Demonstration of leadership	1 hour - required before qualification is certificated
Credits	5 credits
Qualification number (Quan code)	603/1244/0

Assessment

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 – 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

To assist you with the delivery and assessment of this qualification Sports Leaders 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)

Tutor Training (Leadership Induction Days)

Tutor Training is mandatory for Centres planning to deliver Sports Leaders qualifications. A minimum of one person per Centre must undertake Tutor Training which gives 'Trained Tutor/Assessor' status lasting for two years. Further information on Tutor Training can be found [here](#).

It is also compulsory for all named Internal Verifiers on Sports Leaders qualifications to undertake e-training. Centre Course Managers (CCMs) e-training is also available and can be accessed by clicking [here](#).

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 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

This qualification has a progression pathway to the next level of Dance Leadership qualification. This qualification is the Level 2 Qualification in Dance Leadership.

Price

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

FAQs

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

Qualification Units and Assessment Requirements

Level 1 Qualification in Dance Leadership

Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 1 hour demonstration of leadership</small>	Total Qualification Time (TQT)	Credits
Mandatory units				
Unit 1 – Developing leadership skills	6	4	10	-
Unit 2 – Plan, assist in leading and review a dance activity	10	7*	17	-
Unit 3 – Lead dance activities which promote a healthy lifestyle	7	3	10	-
Unit 4 - Using music and stimulus in dance	5	5	10	-
	28	19	47	5

SLQ Level 1 Qualification in Dance Leadership

Amended Specification for courses starting on or after 1st September 2019

Unit 1 – Developing leadership skills				
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 the skills and behaviours needed to lead others	Why the identified skills are necessary for a Dance Leader	1.1 Outline why the identified skills will be necessary for a Dance Leader	Outline why the following skills are necessary for a Dance Leader: <ul style="list-style-type: none"> • Communication • Self-belief • Teamwork • Self-management • Problem solving 	Task 1.1 – Leadership skills and behaviours Complete task worksheet
	The behaviours that help a Dance Leader demonstrate the skills	1.2 Outline the effect that behaviours can have on leadership skills	Outline the effect that behaviours can have on each of the following five skills (two behaviours per skill): <ul style="list-style-type: none"> • Communication • Self-belief • Teamwork • Self-management • Problem solving 	
	What is meant by 'skill' and 'behaviour' and the differences between them			
2. Know how leadership skills and behaviours can be used in a range of situations	Others areas of life when leadership skills and behaviours might be used e.g. <ul style="list-style-type: none"> • Homelife/family • Friends/socially • Around school/other subjects • Outside school – hobbies, clubs, uniformed organisations etc. 	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 different environments Complete task worksheet

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
3. Be able to develop own leadership skills	To recognise own leadership skills and behaviours through: <ul style="list-style-type: none"> • Self-evaluation • Seeking feedback from others <p>How to use evaluation and feedback to:</p> <ul style="list-style-type: none"> • Rate their current skill set • Highlight areas in need of development 	3.1 Audit own leadership skills	Carry out an audit of their own leadership skills before and at the end of the course Create an action plan to develop own leadership skills that includes: <ul style="list-style-type: none"> • Audit of current skills and behaviours • The tasks on the course that will be used to achieve the goals (e.g. creating a new session plan, working with different people, etc.) • Outline how successful the action plan has been 	Task 1.3 – Reflecting on the leadership skills you have used Complete task worksheet
	How to plan for the development of own leadership skills and behaviours	3.2 Create an action plan for developing leadership skills		
	Practicing highlighted skills in relevant situations	3.3 Reflect on the development of own leadership skills against an action plan		
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"> • Choreographer • Dance Captain • Rehearsal Director • Stage Manager • Health and Safety Officer 			
	The responsibilities that are associated with each identified role			
	The skills and behaviours that are needed to fulfil these roles successfully			

Unit 2 – Plan, assist in leading and review a dance activity				
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 appropriate dance activity	The use of information to inform planning to include: <ul style="list-style-type: none"> • What information will be needed • Where this information can be found • Methods of collecting and recording this information • How this information will affect the planning of sport/physical activity sessions 			
	Different elements of a dance activity session to include: <ul style="list-style-type: none"> • Introduction • Warm up • Main activity • Cool down • Closing the session/plenary 			
	When, why and how each identified element of a dance activity session may be used			
	A range of different activities for each of the identified elements of a dance activity session to include: <ul style="list-style-type: none"> • Introduction • Warm up • Main activity • Cool down • Closing the session/plenary 			
	How the needs and ability of participants may differ and the effect this might have on the planning of sessions			

Unit 2 – Plan, assist in leading and review a dance activity (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
2. Be able to plan appropriate dance activity	To collect a range of background information to include: <ul style="list-style-type: none"> Participant: age, ability, number, previous experience Session: focus, time, duration Music/props: format, amount Facility: location, size, type 	2.1 Plan dance activity	Plan a minimum of two different dance activities	Task 2.1 – Plan, assist in leading and review dance activity Complete plans for two different dance activities
	To plan dance activity that meets participants' needs, using previously collected background information to include: <ul style="list-style-type: none"> An appropriate structure Appropriate activities Allows for adaptation in order to cater for all needs 			
3. Be able to assist in leading appropriate dance activity	Elements of communication which will support the effective delivery of sport/physical activity to include: <ul style="list-style-type: none"> Verbal communication Non-verbal communication Active listening 	3.1 Use effective communication skills when assisting in the leading of dance activity	Use at least two different verbal and at least two non-verbal communication methods effectively Demonstrate active listening on at least one occasion, to include: <ul style="list-style-type: none"> Acquiring information and drawing meaning from others to inform own communication 	Task 2.1 – Plan, assist in leading and review dance activity Practical Observation Form – Tutor/Assessor(s)
	Organise self and others in order to assist in leading effectively	3.2 Use effective organisational strategies when assisting in the leading of dance activity	Demonstrate effective organisation on at least one occasion	

Unit 2 – Plan, assist in leading and review a dance activity (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 assist in leading appropriate dance activity (continued)	A range of motivational methods, for example: <ul style="list-style-type: none"> • Personal challenge • Team/group challenge • Fun • Praise phrases 	3.3 Use effective motivation methods when assisting in the leading of dance activity	Use at least two motivational methods effectively	Task 2.1 – Plan, assist in leading and review dance activity Practical Observation Form – Tutor/Assessor(s)
	How to adapt activities to meet the needs of participants	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	
	To assist in leading dance activity for participants to include: <ul style="list-style-type: none"> • Use of appropriate verbal and non-verbal communication, including active listening • Organisation of music, props, participants and space • Using a range of ways to motivate participants • Adapting activities so that all participants can achieve 	3.5 Lead dance activity sessions	Assist in leading a minimum of 2 x 10 minutes of different dance activities Complete an additional 1-hour demonstration of leadership	
4. Be able to review their role in the leading of dance activity	Different methods that can be used to review their leadership role, for example: <ul style="list-style-type: none"> • Self-review • Peer review • Tutor review • Participant feedback 	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 activity Review at least one dance activity that they have been involved in leading
	How to review the role they played in leading a dance activity: <ul style="list-style-type: none"> • To improve own performance • To inform future planning • To improve future dance activity 			

Unit 3 – Lead dance activities which promote a healthy lifestyle				
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...</i>	What needs to be completed
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"> • Exercise • Smoking • Drugs • Alcohol • Diet • Age • Environment 	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 two effects on a person's health and fitness for each of the listed factors	Task 3.1- Factors that contribute to a healthy lifestyle
	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 two strategies that could be implemented to improve their own lifestyle and the impact these might have	
2. Plan, assist in leading lead and review a dance related fitness session	Different types of session that can be used to improve dance fitness	2.1 Plan a dance related fitness session	Plan a minimum of one dance related fitness session	Task 3.2 – Plan, lead and review a dance related fitness session
	To plan a dance related fitness session			
	To assist in leading a dance related fitness session	2.2 Assist in leading a dance related fitness session	Assist in leading a dance related fitness session for a minimum of 10 minutes	
	To review a dance related fitness session	2.3 Review a dance related fitness session	Review at least one dance related fitness session	

Unit 4 - Using music and stimulus in dance				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must...</i>	What needs to be completed
1. 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"> • piece of music • prop • personal object • picture or painting • poem or story 			
2. Understand the four elements of dance	The 4 elements of dance: <ul style="list-style-type: none"> • Actions • Space • Dynamics • Relationships 			
3. Incorporate music and stimulus into a dance piece	How to produce a rhythm using a variety of different methods, for example: <ul style="list-style-type: none"> • Clapping • Stamping feet • Use of instruments 	3.1 Produce a dance rhythm	Produce a 32-beat musical phrase	Task 4.1 - Leading a dance piece to music Practical Observation Form – Tutor/Assessor
	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 two 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 two occasions	