



Specification

Level 2 Qualification in Dance Leadership (DL2)



**Sports
Leaders**

Dance
Leader

DL2

Qualification information

Objective:

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

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 [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 further dance related qualifications, training or employment.

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 2 Qualification in Dance Leadership (DL2)

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

Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 10 hours demonstration of leadership</small>	Total Qualification Time (TQT)	Credits
Mandatory units				
Unit 1 – Developing leadership skills	3	3	6	-
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	10*	12	-
	30	31	61	6

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. Understand the skills and behaviours needed for effective leadership	The skills that an effective leader will need	1.1 Describe the skills that an effective leader will need	Describe the following five skills that an effective leader needs and explain why they are necessary: <ul style="list-style-type: none"> • Communication • Self-belief • Teamwork • Self-management • Problem solving 	Task 1.1 – Leadership skills and behaviours Complete task worksheet
	Why the identified skills are necessary for effective, successful leadership	1.2 Explain why the identified skills will be necessary for effective, successful leadership		
	The behaviours that help leaders demonstrate the skills	1.3 Describe the effect that behaviours can have on effective leadership	Describe 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. Understand the importance of leadership skills and behaviours in a range of situations	The positive impact that the identified skills and behaviours could have on employability and success in a work environment	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	Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet
	The importance of team work in a range of situations			
	The link between effective leadership skills and behaviours and successful team working			

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 manage the development of own leadership skills	How to evaluate own leadership skills and behaviours	3.1 Audit own leadership skills	Carry out an audit of their own leadership skills before and at the end of the course	Task 1.3 – Reflecting on the leadership skills you have used Complete task worksheet
	How to set SMART goals	3.2 Create an action plan for developing leadership skills	Carry out and audit and create an action plan to develop own leadership skills that includes: <ul style="list-style-type: none"> • Audit of current skills and behaviours • Setting SMART goals • 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.) • Reflect on own skills during and at the end of the course • Describe how own skills are intended to be used in other environments 	
	How to use the evaluation to highlight areas in need of development			
How to plan for the development of own leadership skills and behaviours	3.3 Reflect on the development of own leadership skills against an action plan			

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. Be able to take on 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 	4.1 Take on different dance leadership roles	Take on two of the roles listed below during the courses: <ul style="list-style-type: none"> • Choreographer • Dance Captain • Rehearsal Director • Stage Manager • Health and Safety Officer 	Task 2.1 – Plan, lead and evaluate sport/physical activity sessions Practical Observation Form – Tutor/Assessor(s)
	The responsibilities that are associated with each identified role			
	The skills and behaviours that are needed to fulfil these roles successfully			
	To take on different roles, showing: <ul style="list-style-type: none"> • An understanding of the requirements of the role • Confidence in their ability to carry out the role • Appropriate communication, organisation and team working skills 			

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 dance activity sessions: <ul style="list-style-type: none"> • Collecting relevant information in order to inform planning • Selecting a focus • Deciding on each session's aims • Building in flexibility and opportunities to alter plans • Use of evaluation to inform the planning of future sessions • Recording plans in an appropriate format 			
	How to plan structured sessions: <ul style="list-style-type: none"> • Appropriate pace and flow • Transitions from one activity to the next • Appropriate start and end to sessions • Activities which are coherent and relevant 			
	How to plan inclusive sessions: <ul style="list-style-type: none"> • Possible range of abilities and needs • How to make activities easier • How to make activities more challenging • How to adapt plans whilst the session is in progress in order to ensure suitability for participant 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
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"> • Potential risks and hazards • How to minimise risk and maximise safety: <ul style="list-style-type: none"> ○ Before the session ○ During the session ○ After the session 			
2. Be able to plan structured, inclusive and safe dance activity sessions	Collect information needed to plan sessions Plan dance activity sessions that meet participants' needs, using previously collected background information, to include: <ul style="list-style-type: none"> • Session objectives • Appropriate structure • Appropriate activities • Appropriate timing and sequence of activities • Adaptation to cater for all • Safety 	2.1 Plan dance activity sessions	Plan a minimum of three dance activity sessions	Task 2.1 – Plan, lead and evaluate dance activity sessions Complete session plans for three sessions
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"> • Verbal communication • Non-verbal communication • Active listening 	3.1 Use effective communication skills when leading dance activity sessions	Use at least three different verbal and at least three non-verbal communication methods effectively 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, lead and evaluate dance activity sessions 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
3. Be able to lead structured, inclusive and safe dance activity sessions (continued)	Motivational methods	3.2 Use effective motivation methods when leading dance activity sessions	Use at least three motivational methods effectively	Task 2.1 – Plan, lead and evaluate dance activity sessions Practical Observation Form – Tutor/Assessor(s)
	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 on at least one occasion	
	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 three ground rules	
	Strategies which can be used to aid organisation within a dance activity			
	How to give feedback to those that have participated in dance activity session that you have led	3.5 Give feedback to participants in a dance activity session	Give feedback to participants as part of a sport/physical activity session, to outline: <ul style="list-style-type: none"> • Two things participants did well • One thing that can be improved 	
How to deal with risks and hazards within sessions to include: <ul style="list-style-type: none"> • Dynamic risk assessment • Refer risks and hazards that are outside of own control to the relevant person • Ensuring facilities and resources are safe to use • Understanding emergency procedures of the organisation Steps to follow if they have concerns about the welfare of anyone they lead	3.6 Complete a risk assessment for a dance activity session	Complete a risk assessment for at least one dance activity session	Task 2.2 – Completing a risk assessment for a dance activity session Complete the risk assessment template for one planned session	

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)	To lead dance activity sessions that are suitable for participants to include: <ul style="list-style-type: none"> • Effective communication (verbal and non-verbal) • Management of resources, participants and space • Motivation • Adaptation • Agreement of expectations with the group • Behaviour management • Management of safety 	3.7 Lead dance activity sessions	Lead a minimum of 3 x 15 minutes dance activity sessions	Task 2.1 – Plan, lead and evaluate dance activity sessions Complete session plans for three sessions
4. Be able to evaluate dance activity sessions	Use a range of methods to gain feedback Identify strengths and areas for development to include: <ul style="list-style-type: none"> • Analyse feedback and highlight main strengths • Analyse feedback and highlight areas in need of improvement Identify improvements that could be made to include: <ul style="list-style-type: none"> • Suggest steps that could be taken to improve identified weaknesses • Identify how improvements will be measured 	4.1 Evaluate dance activity sessions	Evaluate the sessions delivered to include: <ul style="list-style-type: none"> • Aspects of the session that went well • Aspects of the session that require improvement • An explanation of how the evaluation will be used to improve the future sessions 	Task 2.1 – Plan, lead and evaluate dance activity sessions Complete evaluation sections of session plans for at least three different sessions

Unit 3 – Assist in planning and leading a dance event				
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. Understand the different types of dance event	Use and purpose of different types of dance event	1.1 Describe different types of dance events	Describe at least three different types of dance events. Description to include: <ul style="list-style-type: none"> • Key Features • Main uses • Pros and cons • Famous examples 	Task 3.1 – Types of dance events Complete the task worksheet
	Different formats of dance event			
	Potential pros and cons of different dance events and formats			
2. Be able to assist in planning a dance event	Collect appropriate background information to inform event planning	2.1 Take part in the planning of a dance event	Work as part of a group to plan at least one dance event	Task 3.2 – Plan, lead and evaluate a dance event Complete the event plan template for one event
	Take part in planning a dance event to include: <ul style="list-style-type: none"> • Taking on a required role • Fulfilling responsibilities of allocated identified role • Selecting focus and activities to be included in the event • Appropriate structure, pace and flow of the activities • Selecting appropriate music, resources and facilities 			
	Record the plan for a sports/physical activity event in an appropriate format			
3. Be able to assist in leading a dance event	To lead a dance event to include: <ul style="list-style-type: none"> • Carry out the responsibilities associated with the chosen leadership role at a dance activity event • Work effectively with other team members at a dance event 	3.1 Take part in the leading of a dance event	Take part in the leading of at least one dance event	Task 3.2 – Plan, lead and evaluate a dance event Practical Observation Form – Tutor/Assessor(s)

Unit 3 – Assist in planning and leading a dance event (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 a dance event	To evaluate the success of the dance event to include: <ul style="list-style-type: none"> • Own leadership role • Overall team performance • The success of the event as a whole • How the evaluation will be used to inform own future leadership • How the evaluation could be used to better future dance events 	4.1 Select and use appropriate methods and tools to evaluate the success of a dance event	Evaluate at least one dance event	Task 3.2 – Plan, lead and evaluate a dance activity event Complete evaluation section of the event planning template one event

Unit 4 – Dance choreography				
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 different styles of dance	A range of different dance styles	1.1 Outline different dance styles	Outline a minimum of four different styles of dance	Task 4.1 – Explore different styles of dance Complete the task worksheet
	To research a selected style of dance	1.2 Explore a style of dance	Select one style of dance and research aspects such as: <ul style="list-style-type: none"> • Typical steps/ movements • Type of music used • History • Sociocultural references/impact • Dress/costume 	
	To share their findings with others	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	Task 4.1 – Explore different styles of dance Practical Observation Form – Tutor/Assessor(s)
2. Understand choreography	Elements of dance such as: <ul style="list-style-type: none"> • Space • Dynamics • Actions • Relationships 			
	Choreographic devices and structures such as: <ul style="list-style-type: none"> • Motif and motif development • Repetition • Unison and canon • Statement and response • Theme and variation • Binary, ternary, rondo • Narrative 			

Unit 4 – Dance choreography (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. Understand choreography (continued)	The relationship between movement and dance: <ul style="list-style-type: none"> • Rhythm/beat • Phrase • Style and mood • Speed 			
3. Be able to choreograph a group dance	Choreograph a group dance	3.1 Choreograph a group dance	Choreograph a 2-minute group dance for a minimum of six participants that demonstrates: <ul style="list-style-type: none"> • Key leadership skills • The 'elements of dance' • Choreographic devises and structures • The effective use of music 	Task 4.2 – Choreograph a group dance Practical Observation Form – Tutor/Assessor(s)
4. Be able to lead a group dance	How to lead a group dance using key leadership skills	4.1 Lead a group dance using key leadership skills	Lead a 2-minute group dance for a minimum of six participants, demonstrating: <ul style="list-style-type: none"> • Communication • Organisation • Motivation • Safety • Behaviour management • Adaptation 	

Unit 5 – Lead 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. Understand dance in the community	The provision of dance within the local community, including: <ul style="list-style-type: none"> • Dance based fitness activities • Community dance groups • Dance schools • Other dance organisations/clubs/groups 	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	Task 5.1 – The benefits and provision of dance in the community 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"> • Physically • Psychologically • Socially 	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	
	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 three 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	Task 5.2 – Plan, lead and evaluate dance activity sessions Leadership Log – complete 10 hours demonstration of leadership
	To lead dance activity sessions in the centre or local community			