

Imperial Society of
Teachers of Dancing

Level 4 Diploma in Teaching Community Dance Specification

For teaching from
September 2024

Pending regulation

Ref/DTCD001

version 1.0

**Summary of ISTD Diploma in Teaching Community Dance
Ref/DTCDo01 version 1.0 changes**

Summary of changes made between the previous issue and this current issue	Page number

If you need further information on these changes or what they mean, contact us via email at: education@istd.org

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1. About the Imperial Society of Teachers of Dancing (ISTD)

The Imperial Society of Teachers of Dancing (ISTD) is a registered educational charity and membership association. Our mission is to educate the public in the art of dancing in all its forms: to promote knowledge of dance; provide up-to-date techniques for members and maintain and improve teaching standards.

With approximately 6,000 members in over 55 countries worldwide, the Society conducts over 120,000 examinations each year. The Society aspires to be a world leader in dance education, setting the benchmark for best practice through our extensive syllabi and teacher training. We are committed to becoming a dynamic, future-focused organisation that promotes the social, cultural, physical and educational benefits of dance for all.

2. Qualification purpose and aims

The Diploma in Teaching Community Dance (DTCD) is designed as an initial teaching qualification to support learners in taking their first steps into dance teaching. This course provides the skills and support needed to embark on a dance teaching career, underpinned by knowledge that is essential to all dance teachers delivering dance in community settings. The ISTD's core vision is to enable dance education for all, and this programme champions diversity by providing inclusive study opportunities that are focused on ensuring that the wider dance teaching community is well-trained, safe, and knowledgeable.

The Diploma in Teaching Community dance aims to develop professional dance teachers who show:

- sound practical and theoretical knowledge used with initiative and independence
- the ability to identify, adapt, analyse, interpret, and evaluate
- the ability to use cognitive and practical skills
- the ability to work in practical contexts, independently
- an understanding of current professional practice
- the ability to use appropriate professional skills, techniques, and practices associated with the sector.

On achieving the DTCD, graduates hold a regulated dance teaching qualification that demonstrates a high level of understanding of both the theoretical and practical responsibilities and competencies required of a community dance teacher.

Employability skills/Transferable knowledge and skills for further training

The DTCD provides evidence of Level 4 initial teacher training to employers in the sector.

Holders of the DTCD can receive exemptions for Units 1, 2, and 5 from the ISTD's Diploma in Dance Education (DDE) and can thereby progress onto the DDE to study Units 3 and 4 if they wish to gain Full Teaching Membership status with the ISTD and enter pupils for ISTD examinations.

The DTCD also provides a pathway onto the Level 6 Diploma in Dance Pedagogy (DDP) which is a standalone higher teaching qualification. Graduates from the DDP are eligible to apply for QTLS training if they wish to teach dance in formal education settings working with students aged 14+.

Problem solving, the application of teaching methods and creativity are the key skills that enable DTCD holders to understand teaching as a subject area and these transferable skills can be used in a wide variety of settings, beyond the dance studio.

3. Qualification introduction

The content of the Diploma in Teaching Community Dance provides Level 4 initial teacher training.

Regulation - UK

UK ISTD Vocational Graded Examination qualifications are regulated in the UK by:

- Office of Qualifications and Examinations Regulation (Ofqual) in England
- Qualification Wales

The Regulated Qualifications Framework (RQF) in England provides a single, simple system for cataloguing all regulated qualifications, indicating qualifications by their level (degree of difficulty) and size (amount or breadth of learning). There are nine qualification levels in the framework, labelled in order of difficulty from Entry Level to Level 8.

For further information, visit <http://register.ofqual.gov.uk>.

The size of the qualification on the RQF is indicated by a credit value, corresponding to a term used in the title. An Award is worth 1-12 credits, a Certificate is worth 13-36 credits, and a Diploma is worth 37 or more credits.

One credit corresponds to 10 hours of learning for the typical learner, which is divided into Guided Learning hours (GLH), and personal study time, which together make the Total Qualification Time (TQT).

Regulation – Europe

The European Qualifications Framework (EQF) is an overarching framework that links the qualifications of different countries together and allows for comparison and translation.

The EQF has eight levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualifications Framework (RQF), although they are similar. Qualifications at Level 4 in the UK equate to Level 5 on the EQF.

Qualification Structure

The full DTCD qualification awards 62 credits at Level 4 on the Regulated Qualification Framework (RQF) in England and the Credit and Qualifications Framework in Wales (CQFW). This equates to 62 credits at Level 5 of the European Qualification Framework (EQF).

The DTCD covers 3 main areas of study that are split into 3 units:

Unit 1: Preparing for Safe Teaching Practice

Unit 2: Applied Teaching Practice

Unit 5: Child Development

The combination of units provides a comprehensive understanding of the practical elements of dance teaching, underpinned by theoretical knowledge in safe dance practice and child development.

Unit Title	Regulator Code	Unit Level	Credit Value	GLH	TQT
Unit 1 Preparing for Safe Teaching Practice	L/616/9449	3	15	50	150
Unit 2 Applied Teaching Practice	Pending regulation	4	30	75	300
Unit 5 Child Development	A/618/8191	4	17	60	170

The Total Qualification Time for the full qualification is 620 hours.

Target Learners

The DTCD is appropriate for learners wishing to start a career as a professional dance teacher. Learners need to be at least 18 years of age to enrol on the course.

The skills acquired will equip graduates with knowledge of structuring lessons, safe practice, development of creative tasks and an understanding of individual participants. The qualification is for those who need to acquire and embed practical initial teaching skills and is suitable for a range of learners including:

- Those currently completing a dance degree/vocational dance training
- Dance graduates
- Those currently teaching/assisting dance classes in participatory settings

Entry Requirements

Essential

- Dance knowledge and experience, e.g. dance training for a number of years, performing, teaching.
- Minimum age 18 years
- Learners need to hold an enhanced DBS check if they are based in England, a PVG check if they are based in Scotland and have satisfied any local criminal records checks in international settings.
- It is up to the Approved Dance Centre to satisfy itself that learners have met the entry requirements and that they have provided satisfactory evidence, which may be requested by the ISTD, if required.

Recommended

- It is recommended that learners have undertaken some teaching or assisting prior to starting the course.
- It is recommended that learners have achieved GCSE English (or equivalent) prior to starting the course.

Understanding the delivery of units and assessments

The DTCD is delivered by Approved Dance Centres (ADCs). These Centres are approved by the ISTD to run the CTCD and are subject to regular quality assurance measures to ensure that the standard of assessment is rigorous and consistent with the ISTD's expectations.

ADCs have access to the Society's LMS, Totara, which houses all of the approved course materials. Totara is an online learner management system that supports the learner journey. The ADCs enrol their students onto the courses via the ISTD, enabling the student to have their own webpage where they can upload their work. Tutors are linked to their students so that they can see the units they teach, and the students enrolled within those units. Assessments are uploaded onto this secure system and are marked by ISTD Assessors.

5. Prior Accreditation and Achievement - Exemptions

Planned Exemptions

The Diploma in Teaching Community Dance allows student teachers the opportunity to build on their current qualifications and experiences. Where student teachers have achieved certificated qualifications that meet the learning outcomes and assessment criteria of one or more units, they may apply to claim an exemption from the relevant unit(s). The Society holds a list of tabled exemptions that maps the DTCD units with other dance awarding organisations' qualifications. This list is available on the ISTD website.

The ISTD automatically recognises those qualifications offered on the Regulated Qualifications Framework (RQF) which are offered by Ofqual recognised awarding organisations in the same sector and level and includes certain other established recognised higher level qualifications from those organisations. The table of exemptions is reviewed and updated, as necessary but it does not include overseas qualifications, as these cannot always be verified.

Please note that a maximum of 50% of the credits of the DTCD can be gained from exemptions for qualifications from another awarding body. If a learner is eligible for more than 50% of the credits they will need to choose which units they feel they would like to use them against.

Individually Requested Exemptions

If the learner has other learning that relates to units of the DTCD, but it is not on the planned exemptions table, then they can apply for an individual unit exemption request. When applying the candidate should send copies of certificates, including transcripts of modules, and any relevant evidence, depending on the unit exemption being applied for. Learners wishing to do this should contact education@istd.org to request an application form.

If the candidate achieves other qualifications whilst already registered for and taking the DDE, they can apply for an exemption at any time as appropriate, with evidence. There is an administration payment for non-members to access this process via Education and Training. A fee will only be taken if an exemption can be applied. A full fee is charged for partial or full exemptions.

Equivalence of qualifications will be determined by the relevant ISTD staff, and learners are notified of the final decision. If it is determined that the qualification is an acceptable equivalent, the candidate will be able to be exempted from the learning and assessment of the specified unit. If the qualification is not considered equivalent, learners must undertake the ISTD unit. Decisions about equivalence are at the discretion of the ISTD.

6. Assessment Methods

Assessments are marked by the ISTD and are graded using a Pass/Fail system. In order to Pass an assessment learners must meet 75% of the Assessment Criteria within each Learning Outcome for each unit. All learners receive feedback on all assessments and if an assessment is graded as failed, learners can use the feedback they have been given to resubmit their work at a later date.

Unit	Assessment Methods
Unit 1: Preparing for Safe Teaching Practice	3 worksheets
Unit 2: Applied Teaching Practice	Scheme of Work for 4 lessons Final Teaching Assessment – taught class Viva voce with an ISTD Assessor
Unit 5: Child Development	3 worksheets

Level 4 benchmarks

Learners are expected to show:

- sound practical and theoretical knowledge
- some initiative and independence
- able to identify, adapt, analyse, interpret and evaluate
- able to use cognitive and practical skills
- able to work in practical contexts under guidance, and independently
- show an understanding of current professional practice
- use some of the basic and routine professional skills, techniques, and practices associated with the sector.

Re-sits

Students have up to 5 years from the date of enrolment to complete the programme. Learners may re-sit this qualification any number of times within this time.

7. Quality Assurance

Quality assurance is a set of policies and procedures the Society have in place to ensure that our examinations and assessments are inclusive and accessible, and students completing our qualifications are issued a fair grade based on their performance. Our quality assurance processes are there to safeguard the integrity of our qualifications by ensuring that high standards are always delivered. The detailed information about the quality assurance of our qualifications and the related policies can be found at www.istd.org/quality-assurance/. For further guidance on Learner registrations, Intent to Enter process, assessment fees and exam regulation, please contact the Quality Assurance department at csqa@istd.org.

Recognised Tutor Requirements

All trainers must have the skills, experience, and knowledge to be able to teach and demonstrate their chosen subject discipline. Every trainer wishing to deliver ISTD Qualifications must be part of an Approved Dance Centre (ADC) with the Awarding Organisation and must have undertaken Mandatory Training with the Society before teaching any elements of the DTCD.

Tutors delivering the CTCD must:

- Be qualified to minimum of Level 6 (undergraduate degree level) or equivalent, in the relevant genre, AND
- Demonstrate adequate evidence of professional competence in teaching student teachers.

Inclusivity and accessibility of assessments

The Imperial Society of Teachers of Dancing is fully committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills in dance and in examinations and we encourage teachers to maintain an open approach towards the different abilities offered by all their students.

Reasonable Adjustment

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. A reasonable adjustment is a process that is made before a learner takes an assessment. It ensures that they have fair access to demonstrate the requirements of the assessments taking into account the needs of individual learners. However, it would also not be deemed reasonable to make changes to assessment standards or requirements as this would undermine the effectiveness of the qualification in providing a reliable indicator of the knowledge, skills and understanding of the candidate.

Special Consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances. The Society has a process in place for special consideration for candidates who participated in an examination but may have been disadvantaged by temporary illness, injury or indisposition, or adverse circumstances which arose immediately before or during the examination. This could apply to the Viva voce element of Unit 2 of the DTCD, if relevant.

Enquiries

The Society endorses the principle of the right to enquire a learner result. These appeals may relate to an unexpected exam result, assessment decisions being incorrect, or assessment not being conducted fairly. We ensure that enquiries are dealt with swiftly and fairly within the specified timescales.

Malpractice

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or actions that may damage the authority of those responsible for delivering the assessment and certification. We take any form of malpractice very seriously. Approved Dance Centres and candidates must follow the requirements set out in this specification, exam regulations and all other ISTD policies about the delivery of our exams. In cases where Approved Dance Centres or candidates have committed malpractice, a sanction or penalty may be given.

8. Awarding and Certification

Certificates for the qualification are issued on successful completion of all units of the qualification. All units must be passed, each Unit carries equal weight, and the qualification achievement is reported Awarded/Not Awarded. Unit completion certification is available on request from the Quality Assurance department at a fee.

Following successful completion, the Certificates for Learners will be issued and sent direct to Centres within six weeks of completing the qualification. Centres will also be issued with a Certificate of Unit Completion document (CoUC) which is a transcript of the Certificate. The ISTD will not despatch Certificates directly to learners unless it is requested in writing by the Centre.

9. Unit Specifications

Unit 1 Preparing for Safe Teaching Practice		
Unit Aims and Outcomes	This unit is designed to provide an introduction to the teaching qualification. It covers much of the essential information that a dance teacher requires in order to maintain professional conduct and to keep themselves and others safe. Unit 1, Preparing for Safe Teaching Practice, is endorsed by Safe in Dance International (SIDI).	
Learning Outcomes	Assessment Criteria	
LO1. Evaluate the dancing environment with a view to ensuring best safe dance practice	1.1	Identify the properties of a safe dance environment
	1.2	Identify strategies to manage teaching within a less than optimal dancing environment
	1.3	Demonstrate knowledge of the practicalities of responding to accident and emergency situations
	1.4	Demonstrate an understanding of the fundamental principles of injury management
LO2. Demonstrate an understanding of dancers` health and readiness for participation	2.1	Identify appropriate attire (clothing, footwear hair, body adornment) in relation to safe and healthy dance practice
	2.2	Demonstrate an ability to undertake and apply pre-activity health and injury checks
	2.3	Describe the key components of effective physiological warm-up and cool-down
	2.4	Identify the key aspects of nutrition and hydration that support healthy dance participation
LO3. Demonstrate understanding of the importance of codes of practice and legal requirements within your own dance context	3.1	Describe Health and Safety principles and policies relevant to the dance teacher
	3.2	Demonstrate a working understanding of the need for insurance, criminal records checks, safeguarding and other possible legal requirements within your own dance environment
	3.3	Demonstrate an ability to identify hazards and assess risk in your dance environment
LO4. Demonstrate a fundamental understanding of anatomical and biomechanical principles	4.1	Demonstrate a fundamental understanding of joint and muscle structure and function
	4.2	Identify key muscle roles, relationships and types of contraction
	4.3	Demonstrate an applied understanding of alignment (both neutral and genre specific)

Unit 2
Applied Teaching Practice

Unit Aims and Outcomes	This unit is designed to develop practical understanding of dance teaching in community settings. Meeting the needs of individual participants, using a range of teaching methods, and developing creativity are all explored, and are applied to the learner’s own specific setting. Developing understanding of the requirements of a community dance teacher are key to this unit and this awareness is underpinned by reflection on personal teaching values and inclusive practice.
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Learning Outcomes	Assessment Criteria
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LO1 Plan dance classes that enable all participants to develop physical, creative, and social skills, progressively.	1.1	Plan a programme of dance lessons that enables all participants to develop creative awareness.
	1.2	Plan a programme of dance lessons that enables all participants to make physical progression.
	1.3	Devise adaptive lesson aims, objectives and strategies that are appropriate for the group.
	1.4	Devise dance classes that support the holistic wellbeing of the participants.
LO2 Deliver motivational dance classes that respond to the needs of the identified group and use reflective practice as a self-evaluation tool.	2.1	Communicate clearly through verbal instruction and physical demonstration.
	2.2	Use a variety of teaching methods and make necessary adaptations in response to the group’s needs.
	2.3	Demonstrate an ability to offer constructive feedback to support progression.
	2.4	Demonstrate an ability to engage and motivate all learners in the group and enable a positive learning environment.
	2.5	Demonstrate an ability to safely support participants in physically developing creative skills.
	2.6	Reflect upon your own practice to develop awareness of your strengths, areas for development and values as a teacher.

Unit 5 Child Development

Unit Aims and Outcomes	Through this unit student dance teachers will gain an understanding of the key developmental stages relating to cognitive and psychosocial development and typical growth and motor development in children and adolescents. Student dance teachers will learn how to identify typical and atypical development and assess appropriate strategies for inclusivity and diversity in the dance class.
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Learning Outcomes

Assessment Criteria

LO1. Demonstrate understanding of typical patterns of growth and motor development relative to the context of dance.	1.1	Demonstrate knowledge of the key developmental stages relating to typical growth and motor development in children.
	1.2	Identify and assess appropriate teaching strategies for teaching dance to children during the various stages of a child's development.
	1.3	Identify and assess appropriate teaching strategies for supporting adolescent dance students during the growth spurt.
LO2. Demonstrate understanding of cognitive and psychosocial development of children and adolescents relative to the context of dance.	2.1	Demonstrate understanding of cognitive development in childhood and adolescence.
	2.2	Demonstrate understanding of psychosocial development in childhood and adolescence.
	2.3	Assess how different teaching strategies may be used to consider cognitive and psychosocial development within the dance class.
LO3. Demonstrate understanding of appropriate strategies for creating an inclusive and diverse dance environment.	3.1	Demonstrate an understanding of the learning needs specific to children and adolescents with atypical development.
	3.2	Demonstrate knowledge of how the dance teacher can approach tasks to ensure inclusivity across a range of different learning needs.
	3.3	Identify and assess how an inclusive and diverse learning environment can be created by the dance teacher.

Imperial Society of Teachers of Dancing

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