



Imperial Society of
Teachers of Dancing

ISTD Diploma in Dance Pedagogy Level 6

July 2021



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. We were recently listed by Ofqual as one of the top 20 largest awarding organisations in England and in the top 5 for delivery of performing arts examinations.

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

The Level 6 Diploma in Dance Pedagogy (DDP) is a regulated dance teaching qualification that provides dance teachers and professional dancers with a programme that builds on their previous training, knowledge, and experience. The curriculum places emphasis on the various ways that dance can be delivered, underpinned by theory and critical analysis, so that students graduate as confident, versatile, and highly proficient dance teachers. The DDP is regulated at Level 6 which is equivalent to the final year of an undergraduate degree.

2.1 What does the qualification aim to prepare students for?

The programme aims to develop professional dance teachers who are:

- Knowledgeable
- Up to date and current
- Reflective and self-aware
- Highly skilled, in-studio practitioners
- Adaptable to a range of contexts
- Confident and articulate

On achieving the DDP, graduates are awarded Full Teaching Membership of the Imperial Society of Teachers of Dancing. They are also eligible to apply to the ISTD for Recognised Tutor Status to enable them to teach the initial teaching qualification (DDE) as well as apply to study for a Fellowship, the highest qualification within the ISTD. As an internationally recognised awarding body, the ISTD gives students a mark of quality on an international level and as such, provides a range of unique and diverse employment opportunities.

2.2 Employability skills / Transferable knowledge and skills for further/higher education

Students graduate from the programme with a range of real world skills that are directly related to employment:

- Teaching in the private sector
- Teaching in the public and FE sector (QTLS dependent)
- Teaching in vocational schools
- Teaching in the community

Transferable skills such as analysis, reflection and communication are key to this programme. Students are also able to go onto postgraduate (Level 7) study in dance and arts related subjects.

Units 1, 2 and 3 of the DDP are underpinned by the Professional Standards for Teachers, Tutors and Trainers in England and as such, the qualification covers the requirements of the Level 5 Diploma in Education and Training (DET) enabling graduates to apply for Qualified Teacher status (QTLS) through the Society for Education and Training (SET). This allows them to be appointed to permanent posts in state-maintained schools in England and they will be paid on the qualified teachers' pay scale. They will continue to be recognised as qualified school teachers providing they remain a member of the SET. The process for gaining QTLS, is called professional formation. For further information, please visit the Society for Education and Training website at <https://set.etfoundation.co.uk/professionalism/qtls>.

3. ISTD Diploma in Dance Pedagogy

Qualification Number: 603/0996/9

Credit Value: 120

4. Qualification Introduction

The Diploma in Dance Pedagogy is a part-time course that is usually completed over 2 years and comprises of five units. The programme is structured to give students the opportunity to explore and investigate the specialist field of dance teaching and is underpinned by both theoretical and practical enquiry.

The DDP is recognised by Ofqual and on the Register of Regulated Qualifications at Level 6 on the Regulated Qualification Framework (RQF) at 120 credits.

All units contained within any qualification on the RQF have a credit value and may be accepted by other Awarding Organisations (and universities) towards achievement of their qualifications, as equivalent to similar units within their qualifications.

4.1 Qualification Structure

To gain the full qualification students must study 5 units. Units 1, 2 and 3 are compulsory and students must select one option from Unit 4 and one option from Unit 5 to complete the qualification.

Qualification Title	Qualification Number	Level	Credits	*GLH	TQT
ISTD Level 6 Diploma in Dance Pedagogy	603/0996/9	6	120	144	1200

- GLH – Guided Learning Hours. This represents the number of hours that learners can expect to receive supported learning from tutors.
- TQT – Total Qualification Time. This is the total number of hours that learners will need to study to complete the qualification and includes both guided learning hours and independent study time.

In order to achieve this qualification Learners must achieve 120 credits from the following units:

Unit Title	Regulator Code	Unit Level	Credit Value	GLH	TQT
Unit 1: Planning and Evaluating Programmes of Learning Compulsory	J/615/4528	6	20	18	240
Unit 2: The Practice of Dance Teaching and Learning Compulsory	L/615/4529	6	30	18	300
Unit 3: Reflective Practice Compulsory	F/615/4530	6	20	18	160
Unit 4a: Teaching Classical Ballet Optional	J/615/4531	6	30	60	320
Unit 4b: Teaching Musical Theatre Optional	H/615/4620	6	30	60	320
Unit 4c: Teaching Dance in Education and Community Settings Optional	L/615/4532	6	30	60	300
Unit 5a: Applied Dance Science Optional	R/615/4533	6	30	60	320
Unit 5b: Social, Emotional and Cognitive Development Optional	Y/615/4534	6	20	30	200
Unit 5c: Choreography Optional	D/615/4535	6	20	30	200
Unit 5d Action Research Optional	H/615/4536	6	20	30	200

4.2 Target Learners

The DDP is open to candidates from a range of backgrounds and is most suitable for students with significant dance teaching experience and /or professional performing experience.

4.3 Entry Requirements

The prerequisites for entry onto the DDP are successful completion of the Level 4 DDE or equivalent teaching qualification and / or extensive performing and teaching experience. Candidates also need to hold GSCE English (or equivalent) at Level 4 or above (or equivalent).

Students for whom English is a second language are expected to hold an IELTS at Level 6.

Candidates apply and are offered places for the programme, subject to interview.

4.4 Learning and Teaching Strategy

The Diploma is delivered through lecture-based seminars and practical dance workshops. Students also receive tutorial support from experienced practitioners and unit leaders between taught sessions. The full Programme is designed to be delivered over one year full-time or over a period of two years as a part-time option.

Teaching strategies are designed to support a clear emphasis on independent learning. Experiential learning is the key principle of study with a clear emphasis on practice-based projects which include practical workshops, teaching and facilitation workshops and work-based learning experiences. Students are encouraged to adopt a deep approach to learning by developing the ability to understand the material introduced, forge links between areas of study and effectively retain, apply, and evaluate the knowledge gained. This process is developed by providing students with frameworks which encourage them to use appropriate learning resources and to seek out knowledge.

The learning strategy is designed to encourage students to be independent learners as well as highly skilled and disciplined practitioners. Consideration is given to both the diverse backgrounds and learning needs of the students progressing from different types of academic and professional backgrounds.

4.5 Resits

All students have the right to a referral for every assessment in Units 1, 2, 3, 4c and 5, however if they achieve 50% - 75% of the Assessment Criteria on a referred written or practical submission, they will be granted a Retrieval Assignment. A Retrieval Assignment is undertaken where a student has not met a specific Learning Outcome for the Unit. A new assignment brief and assessment task will be issued, and a new submission deadline agreed by the assessor and programme leader.

4.6 Planning your Programme

The learning and teaching methods used throughout the programme are varied to ensure that students can engage with their studies in a variety of ways:

- Lectures – specialists in the relevant fields deliver and guide students through the content of the units being studied and support students with directing their private study.
- Practical workshops – these may take place either remotely or in a face to face studio environment.
- Mentor sessions – students are allocated a mentor for identified units and they receive regular sessions with their mentor in relation to their practical teaching sessions.
- Online learning – students can access relevant lecture content, research tasks, assignment briefs, wider reading, and discussion forums.
- Guided learning – these include group tutorials, mentoring, feedback for practical teaching and reflective writing.

- Peer learning – learners are encouraged to take part in discussions and online discussion forums.
- Teaching placement – students develop their understanding of dance teaching within identified teaching placements, providing context to their learning and to ensure practice-based knowledge is being consolidated

4.7 Relationship to other ISTD Qualifications

ISTD's DDP qualification enables Learners to progress onto other qualifications of either the same or greater level. These could be qualifications such as Licentiate and Fellowship. Graduates from the DDP can apply to be a tutor for the Level 4 Diploma in Dance Education and, as full members of the ISTD, can enter their own students for ISTD examinations.

4.8 Assessment Methods

A wide variety of assessment methods are used, to allow students to demonstrate their knowledge in a range of ways, reflecting the needs of the course and of the course's inclusive approach such as written essays, reflective journals, discussions, presentations, observations and reflective reports.

Unit	Assessment Method	Assessed by
1	Portfolio of Evidence	Centre Assessor
2	Portfolio of Evidence Practical Demonstration	Centre Assessor
3	Portfolio of Evidence	Centre Assessor
4	4a – Portfolio of evidence and Practical Demonstration 4b – Practical Examination 4c – Portfolio of Evidence and Practical demonstration	Centre Assessor ISTD Examiner Centre Assessor
5	5a – Portfolio of Evidence 5b – Portfolio of Evidence 5c – Portfolio of Evidence and practical demonstration 5d – Assignment	Centre Assessor Centre Assessor Centre Assessor Centre Assessor

Students are issued with Assignment Briefs at the start of each unit, which set out the requirements for each assignment and the dates for draft and final submission. Students are encouraged to submit drafts of written assignments and to apply the feedback they receive to improve their work.

Summative assignments are marked by the unit tutor and then submitted to the ISTD for moderation. The final results are issued by the ISTD once assessment decisions by Centre have been moderated by the ISTD and the results signed off by the Assessment Board.

Each Unit has specific Learning Outcomes and Assessment Criteria, and students are graded on whether they have met or not met each assessment criteria against the Learning Outcomes.

In order to pass the unit, all Learning Outcomes must be successfully achieved. A Learning Outcome is achieved when 75% of the corresponding Assessment Criteria are met.

Accreditation of Prior Experiential Learning (APEL)

The APEL scheme is designed to allow new entrants to access the ISTD's teaching qualifications at an appropriate level for their professional status. It takes account of professional experience and unregulated qualifications, in order to enable applicants to be granted exemption from usual entry requirements. Applications for APEL can be submitted at any point in the year.

Applications are considered by an interview panel and submitted to the Qualifications Development Panel for final approval. Applicants will be informed of the final decision in writing. A successful candidate will have three years from receipt of letter to complete the course. After three years the candidate would need to reapply through this process.

4.9 Trainer and Assessor Requirements

Tutors delivering the DDP must:

- Be qualified to minimum of BA level or equivalent, in the relevant subject area
- Have demonstrable experience of mentoring, teaching, or coaching.
- Have experience of tutoring at HE level.

We recommend that Tutors delivering the DDP should:

- Undertake and be active in Continuous Professional Development (CPD) in order to keep their occupational expertise up to date. As guidance, a minimum of 18 hours CPD activity each year is required with evidence made available upon an External Quality Assurance visit. Suitable CPD activities include but are not limited to the following:
 - Attending relevant training events, conferences, and seminars
 - Increasing professional knowledge through home study

Quality Assurance

Centre Requirements

In order to meet the level required to conduct training for this qualification, the centre must ensure provision of the following:

- Sufficient qualified staff and resources for the administration, management, delivery, assessment, and internal quality assurance of ISTD qualifications.
- The relevant policies and procedures
- Learners should be provided with clear and accurate reference books/hand-outs and resources covering the topics included in the qualification
- Good Broadband and internet connection

Any training venue used must meet acceptable health and safety standards and be conducive to successful learning, with appropriate: space size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness. For more detail and guidance about specific centre requirements please refer to the Centre Handbook.

All trainers must have the skills, experience and knowledge to be able to teach their chosen subject discipline. The programme is underpinned by concepts and debates led by current research in dance science, creativity and teaching methodology and all lecturers are high level dance professionals who have significant experience in their field. This places them very well to be advising and assessing students and also ensures that their practices are continually updated.

Please refer to the Centre Handbook for the quality assurance requirements.

5. 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.

6. Unit Specifications

Unit Title		Level 6 DDP Unit 1: Planning and Evaluating Programmes of Learning
Unit Aims and Outcomes	This unit covers a wide range of elements that support the effective planning of dance learning and assessment experiences. Based on the planning developed in this unit, students will promote effective dance learning and meet individual needs within the dance class.	
Learning Outcome The Learner will:		Assessment Criteria - The Learner can:
LO1. Understand teaching roles, responsibilities, and relationships	1.1	Analyse own role and responsibilities in education and training context
	1.2	Demonstrate understanding of current legislation, policies and codes of practice which impact upon teaching roles
	1.3	Identify relevant risks within a dance teaching context, and how safe practice may be maintained within a programme of learning
	1.4	Explain how theories of learning, communication and assessment can be used within the dance teaching context to develop a successful and targeted programme of learning
LO2. Plan inclusive programmes of learning	2.1	Devise a programme of learning and assessment to meet the needs of an identified group of learners with reference to equality and diversity legislation
	2.2	Review the inclusive needs of the learning group, and devise lesson plans which fulfil the learning and assessment requirements in a chosen dance genre, including use of minimum core
	2.3	Plan opportunities to stretch and challenge learners with extension activities in a chosen dance genre
	2.4	Evaluate how the planning process informs inclusive practice
LO3. Evaluate and improve own practice in planning inclusive programmes of learning.	3.1	Identify strengths and weaknesses in own planning. Justify recommendations for improvement
	3.2	Review ways in which you have complied with professional teaching standards
	3.3	Identify the remaining professional teaching standards which you have not met, and consider routes to meet with requirements

Unit Title		Level 6 DDP Unit 2: The Practice of Dance Teaching and Learning
Unit Aims and Outcomes	This unit is concerned with both the generic and genre-specific knowledge and skills required for excellence in teaching. This requires an in-depth knowledge of the developmental structure of dance learning and students are required to apply their understanding of learning theory and theories of communication to teaching practice, developing strategies that meet the needs of dance learners. Students also learn to apply assessment methodology to the teaching/learning process and to understand the importance of feedback in improving teaching practice.	
Learning Outcome The Learner will:		Assessment Criteria - The Learner can:
LO1. Deliver inclusive programmes of learning	1.1	Establish a learning environment that is safe, engaging and meets the needs of all learners considering theories of behaviour management.
	1.2	Implement a range of learning activities with learners to meet the learning outcomes of the planned lesson (including minimum core)
	1.3	Use a variety of teaching techniques to engage learners with their learning.
	1.4	Use appropriate support strategies and differentiation for learners to enable them to overcome barriers to learning and improve motivation
LO2. Apply a variety of communication strategies in the teaching environment	2.1	Apply theories and methods of communication to enable a positive learning environment, and to support learner needs.
	2.2	Use appropriate verbal communication, including the use of imagery, to promote dance learning and support learner understanding.
	2.3	Use demonstration activities (practical, visual, or using technology) as an effective non-verbal teaching strategy
	2.4	Analyse the effectiveness of teaching strategies and resources used in (discipline/genre) to inform inclusive practice.
LO3. Implement assessment systems in dance teaching and learning	3.1	Establish a positive and ongoing assessment environment, using a variety of strategies that are timely, inclusive and support learners in their learning and progression.
	3.2	Provide assessment feedback that motivates and supports learners.
	3.3	Use peer assessment and self-assessment strategies to engage and develop students as reflective and autonomous learners.
	3.4	Evaluate the effectiveness of own assessment practices to inform future practice.

Unit Title		Level 6 DDP Unit 4a: Teaching Classical Ballet
Unit Aims and Outcomes	<p>This Unit is concerned with the study of the teaching and training of classical ballet technique for all age ranges and levels of student from pre-school to pre-professional. An in-depth knowledge and critical understanding of the principles and approaches to the teaching of the genre in relation to safe dance practice are assessed, including the importance of bio-mechanics relevant to classical ballet technique and differing physiques. As well as a focus on the inherent artistic and stylistic requirements of the genre, an understanding of the role of music and its relation to the development of rhythm and expression is refined. Through this study students gain a full understanding of age appropriate vocabulary and teaching at all levels in the classical ballet genre.</p>	
Learning Outcome The Learner will:		Assessment Criteria - The Learner can:
LO1. Understand the technical and anatomical implications of dance practice in the classical ballet genre.	1.1	Demonstrate an in-depth analytical understanding of dance technique in the classical ballet genre from pre-school to pre-professional for the female and male.
	1.2	Demonstrate an understanding of biomechanics in relation to dance practice
	1.3	Apply knowledge and skills in the areas of Safe Dance Practice to the practice of dance technique.
LO2. Be able to demonstrate an advanced level of teaching in the analysis and creation of sequences and steps in the classical ballet genre	2.1	Evaluate effectiveness in maintaining vocational and professional links, identifying development opportunities to improve practice.
	2.2	From your dance teaching reflections identify your professional developmental needs.
	2.3	Reflect on your observations of other teaching professionals to identify their impact on your own teaching practice, and potential developmental needs.
LO3. Be able to devise and apply sequences of movement to meet specific learning aims.	3.1	Use particular combinations of movements or steps to promote greater technical articulation in classical ballet technique.
	3.2	Use particular combinations of movements or steps to promote greater artistry and expression.
LO4. Understand the role of musical accompaniment in enhancing timing, movement quality and expression.	4.1	Select musical accompaniment appropriate to the classical ballet genre.
	4.2	Use musical accompaniment to establish rhythm and timing in classical ballet enchaînements.
	4.3	Use musical accompaniment to enhance the expressive content of dance material appropriate to the classical genre
	4.4	Be able to discuss and explore appropriate teaching methods to enable the various age ranges (junior to pre-professional) to develop their performance and communication skills

Unit Title		Level 6 DDP Unit 4b: Teaching Dance for Musical Theatre
Unit Aims and Outcomes	<p>This unit is concerned with the study of the teaching of Musical Theatre dance (Jazz and Tap) for all age ranges and levels of student from junior to pre-professional. An in-depth knowledge and critical understanding of the principles and approaches to the teaching of both genres in relation to safe dance practice are assessed, including the importance of biomechanics relevant to the dance techniques and differing physiques. As well as focussing on the inherent artistic and stylistic requirements of each genre, learners develop and refine their understanding of the role of music and its relationship to the development of rhythm and expression. Learners gain a full understanding of age appropriate vocabulary and teaching methods to achieve success in teaching Musical Theatre dance (Jazz and Tap) to all levels.</p>	
Learning Outcome The Learner will:		Assessment Criteria - The Learner can:
LO1. Understand the technical and anatomical implications of dance practice in the jazz and tap genres	1.1	Demonstrate an in-depth analytical understanding of dance technique across the genres involved in Musical Theatre dance from junior to pre-professional
	1.2	Demonstrate an understanding of bio-mechanics in relation to dance practice
	1.3	Apply knowledge and skills in the areas of Safe Dance Practice to the practice of dance technique
LO2. Be able to demonstrate an advanced level of teaching in the analysis and creation of sequences and steps in the jazz and tap genres	2.1	Deconstruct sequences and steps into their component parts
	2.2	Justify methods of teaching specific steps or sequences
	2.3	Apply communication methods and approaches that prove effective in motivating and engaging learners up to an advanced level of learning in the genre
LO3. Be able to devise and apply sequences of movement to meet specific learning aims	3.1	Use particular combinations of movements or steps to promote greater technical articulation in both Jazz & Tap
	3.2	Use particular combinations of movements or steps to promote greater artistry and expression for learners of varying levels
LO4. Fully appreciate the role of musical 'style' in enhancing movement quality and expression	4.1	Select an appropriate style of music appropriate to the genre of Musical Theatre Dance discussed
	4.2	Use musical accompaniment to establish rhythm and timing in Jazz and / or Tap dance amalgamations
	4.3	Select musical accompaniment to enhance the expressive content of dance material appropriate to the Jazz and / or Tap dance genre
	4.4	Be able to discuss & explore appropriate teaching methods, to enable the various age ranges (junior - pre-professional) to develop their performance and communication skills

Unit Title	Level 6 DDP Unit 4c: Teaching Dance in Education and Community Settings	
Unit Aims and Outcomes	This unit is concerned with the study of teaching dance to children and young people in education and community settings, with a focus on introducing creative dance to learners who may have little, or varied, previous dance experience. The unit will provide a detailed introduction to planning and structuring creative dance lessons and will also consider how a teacher effectively adapts their content and delivery to suit a range of learners within different contexts. An in-depth knowledge and practical application of the principles and approaches to planning and teaching creative dance are assessed. This unit introduces learners to a range of contexts within which creative dance is taught such as community dance centres, primary and secondary schools (as part of the wider curriculum, discrete examination subjects and enrichment programmes), further education colleges and youth dance groups and so on.	
Learning Outcome The Learner will:	Assessment Criteria - The Learner can:	
LO1. Understand how to plan and structure a creative dance class and use this knowledge to implement successful lesson planning	1.1	Understand and apply the elements of effective warm-up.
	1.2	Understand the principles of choreology and their application
	1.3	Analyse the current context of dance in education and community settings and apply this knowledge to support effective lesson planning and delivery
LO2. Demonstrate effective delivery of a creative dance class, taking account of the needs of the learners and the educational context	2.1	Demonstrate a range of strategies for effective facilitation and guiding of creative exploration and student composition
	2.2	Adapt approaches to teaching creative dance to suit the context and to meet the needs of the learners
	2.3	Understand the role of class management, communication, and presentation skills as appropriate to creative dance and apply these in effective delivery
	2.4	Understand and apply the use of music to support creative dance
LO3. Understand how to develop creative stimuli to support the introduction of dance to new audiences	3.1	Understand how to plan a creative dance project that relates to the learners' prior experience and context
	3.2	Understand how to introduce dance as an art form from a number of perspectives
	3.3	Select age-appropriate themes and movement content to inspire and motivate learners about dance

Unit Title		Level 6 DDP Unit 5a: Applied Dance Science
Unit Aims and Outcomes	This unit will give learners the skills and understanding to interpret and apply evidence from research in dance science and medicine. Learners will critically evaluate best practice and consider how to apply this in their teaching practice in order to promote the health and performance of their students	
Learning Outcome The Learner will:		Assessment Criteria - The Learner can:
LO1. Critically evaluate current dance science and medicine research.	1.1	Identify and collate research to investigate a dance science topic.
	1.2	Critically evaluate the impact of research on teaching and learning strategies.
LO2. Apply current research and evidence to promote health and support improvement in dance performance for all students.	2.1	Identify the training needs of a group of students considering psychological wellbeing and physiological training principles.
	2.2	Apply current research and evidence to the teaching of a chosen dance style/genre.
	2.3	Identify how evidence-based best practice can support individual and group goals.
	2.4	Demonstrate how dance science knowledge can support differentiation for a range of physical and learning needs
LO3. Effectively communicate the importance of dancers' health and safety to a range of audiences	3.1	Describe both the value of evidence based best practice and how this can be applied in dance teaching.
	3.2	Devise methods to effectively communicate dance science knowledge to a range of audiences.
	3.3	Critically evaluate how the dance teacher can act as an example of healthy, safe and effective practice.

Unit Title		Level 6 DDP Unit 5b: Social, Emotional and Cognitive Development
Unit Aims and Outcomes	<p>This unit presents a considerable range of material relevant to the social, emotional and cognitive development of children and adolescents. The period of adolescence encompasses young people from age 10 through to the mid-twenties and so this unit will be relevant to all those who teach children through to young adults. The unit covers the developmental tasks of childhood and adolescence, how to facilitate healthy development and promote mental health and well-being in children and young people. Healthy development relates not only to a young person's development as a dancer, but to their development as a whole. Issues may arise from the dance context or from a child or young person's familial/wider context. This unit addresses the role of the dance teacher in relation to healthy development, exploring what lies within the teachers remit and when and where to signpost professional help and resources. Knowledge of these themes has obvious uses for the dance class and, in particular, for enabling dance teachers to facilitate the best outcomes for their students in the studio and beyond.</p>	
Learning Outcome The Learner will:		Assessment Criteria - The Learner can:
LO1. Identify and analyse the potential of the dance class for enabling health improvements and individual social, emotional and cognitive growth	1.1	Understand the conditions required in the dance class to enable the psychological well-being of students
	1.2	Identify the strategies which will allow the maintenance of the conditions which will enable the psychological well-being of students
LO2. Analyse the importance of self-esteem, body esteem and identity for the well-being of young people	2.1	Identify strategies in the dance class for enhancing self-esteem, body esteem and identity in young people
	2.2	Analyse Attachment Theory and its implications for both children and adolescents in the dance class
	2.3	Critically review the need for dance teachers to take responsibility for their own health and well being
LO3. Demonstrate a clear understanding of group dynamics as they relate to the dance class	3.1	Demonstrate how group theory can be applied to dance teaching
	3.2	Analyse strategies for ensuring the proper management of group dynamics in the dance class
	3.3	Critically review the challenges to the dance teacher of diversity (difference) among dance students and how they can be managed

Unit Title		Level 6 DDP Unit 5c: Choreography
Unit Aims and Outcomes	The emphasis of the unit is on creating dance in performance, education and community settings, using experiential techniques, skills, principles and concepts to create and shape new material. You will explore the potential of the body as an expressive tool, and how this expression can be harnessed – through improvisation, task-based choreographic explorations, the use of music / the aural environment, observation and reflection – to create fully-developed choreographic work.	
Learning Outcome The Learner will:		Assessment Criteria - The Learner can:
LO1. Develop a deeper understanding of the potential of the body as an expressive tool	1.1	Develop a working knowledge of Laban's theories which underpin the organization of the body in space
	1.2	Use improvisation as a method for exploring and developing movement ideas
	1.3	Work collaboratively as part of a group and use creative risk-taking, trust and negotiation in order to develop and practice various choreographic strategies and tasks
LO2. Demonstrate a clear understanding of the fundamental principles of choreography and their application to the choreographic process	2.1	Analyse and evaluate choreographic processes from a range of different perspectives
	2.2	Demonstrate an understanding of choreography as a process of inquiry through the examination of processes used by established professional artists in relation to the learners own choreographic process
	2.3	Critically reflect on the development of the learner's choreography and that of their peers through engagement in practical tasks, discussion and peer and self-assessment
LO3. Conceive, plan and choreograph an original piece of dance on a chosen group	3.1	Identify and use appropriate movement motifs to explore and develop themes in an original piece of choreography
	3.2	Make effective use of strategies and devices to fulfil the choreographic intention
	3.3	Demonstrate competency in the creative development and facilitation of choreographic practice by utilizing a range of dance composition skills in order to develop, shape, structure and refine movement material
	3.4	Demonstrate the ability to select appropriate aural accompaniment to enhance the expressive content and support the themes and performance of an original piece of choreography

Unit Title		Level 6 DDP Unit 5d: Action Research
Unit Aims and Outcomes	This unit is designed to develop increasing autonomy in the process of improving and developing your professional practice. The nature of research-informed teaching and the role of teacher as researcher is studied. Issues relating to your own pedagogy and practice are explored, with a view to undertaking a programme of Action Research to promote quality improvement and innovation.	
Learning Outcome The Learner will:		Assessment Criteria - The Learner can:
LO1. Understand the role of the teacher as researcher	1.1	Recognise the opportunities for the individual teacher to undertake action research in the work place
	1.2	Identify areas where a process of action research could contribute to teacher development and/or student improvement
	1.3	Explore new approaches which may contribute to quality improvement in individual practice
	1.4	Explore new approaches which may contribute to the body of knowledge in dance pedagogy in general
	1.5	Identify the context and rationale for the choice of research question
	1.6	Use literature and other relevant sources to support the enquiry
LO2. Be able to undertake a process of action research	2.1	Demonstrate understanding of the cyclical nature of action research
	2.2	Identify research methods which will best serve the area of enquiry
	2.3	Structure an action research project and justify the use of a recognised model
	2.4	Effectively collate and present data gathered via action research
	2.5	Analyse data collected from action research to draw conclusions and evaluate the outcome of the project

7. Policies

The following key policies can be found at:

Quality Assurance - Imperial Society of Teachers of Dancing (istd.org)

- Access Arrangements and Special Consideration – this policy follows the *Joint Council for Qualifications (JCQ) guidelines*
- Malpractice and Maladministration Arrangements
- Equality and Diversity
- Safeguarding Policy

7.1 Language of Assessment

The ISTD provides all assessment information and supporting materials for tutors and students in English.



Imperial Society of Teachers of Dancing

Imperial Society of Teachers of Dancing
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The Imperial Society of Teachers of Dancing exists to advance excellence in dance teaching and education. Membership of the Imperial Society of Teachers of Dancing is the passport to artistic and professional progression. Find out more www.istd.org