National Unit specification

General information

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

Unit code: H73S 46

Superclass: LB

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Unit purpose

This Unit aims to prepare learners for professional life in the dance industry. The learner will have the opportunity to develop knowledge of the appropriate codes of behaviour and dress in the dance class. It will also allow them to demonstrate their understanding, in a range of contexts throughout a vocational dance training programme. In addition, the learner will create, maintain and review a personal development plan to help them progress in dance training. They will evaluate their personal progress; identify strengths and weaknesses; agree appropriate actions and timescales, etc allowing them to develop their employability and personal skills for this particular discipline.

This Unit is part of the National Certificate in Dance (SCQF level 6) but is also available on a free-standing basis.

This Unit is designed for learners interested in pursuing a career in the dance industry, whether as a dancer, teacher or choreographer.

Possible progression opportunities on successful completion of this Unit may include Dance Units at HNC (SCQF level 7) and other further courses of study which lead to recognised achievement at a higher level of dance performance.

National Unit specification: General information (cont)

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

Outcomes

On successful completion of the Unit the learner will be able to:

1 Describe standards of etiquette appropriate to a dance class.
2 Demonstrate dance class etiquette across contrasting dance disciplines.
3 Create a personal development plan for progression in dance training.
4 Implement and review a personal development plan for progression in dance training.

Credit points and level

1 National Unit credit at SCQF level 6 (6 SCQF credit points at SCQF level 6)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre although previous experience in movement or dance at SCQF level 5 or equivalent would be advantageous.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill *Problem Solving* at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes for this Unit specification.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

National Unit specification: Statement of standards

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe standards of etiquette appropriate to a dance class.

Performance Criteria

(a) Explain the importance of regular attendance and punctuality.
(b) Describe health and safety issues appropriate to the dance class.
(c) Describe appropriate attire and footwear for contrasting dance disciplines.
(d) Describe the rules of conduct during a dance class.

Outcome 2

Demonstrate dance class etiquette across contrasting dance disciplines.

Performance Criteria

(a) Demonstrate regular attendance and good timekeeping.
(b) Adhere to appropriate correct health and safety practices.
(c) Demonstrate appropriate concentration and spatial awareness.
(d) Demonstrate respectful conduct and active engagement.

Outcome 3

Create a personal development plan for progression in dance training.

Performance Criteria

(a) Set personal targets for dance practice.
(b) Identify personal strengths.
(c) Identify personal areas for improvement.
(d) Design a personal development plan in line with targets set.
(e) Set timescales for review of the personal development plan.

National Unit specification: Statement of standards (cont)

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

Outcome 4

Implement and review a personal development plan for progression in dance training.

Performance Criteria

(a) Implement ways to address areas for improvement.
(b) Implement ways that strengths can be further enhanced.
(c) Review personal performance in line with agreed timescales and targets set.
(d) Highlight lessons learned for future development.

Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Outcome 1

Learners are required to produce evidence which demonstrates their knowledge and understanding of the standards of etiquette appropriate to a dance class which must include:

- Regular attendance
- Punctuality
- Health and Safety considerations
- Warm up
- Adequate hydration
- Personal hygiene
- Relevant dress code and footwear
- Concentration and focus
- Spatial awareness
- Respectful conduct
- Active engagement

Evidence for PC 1 (C) must cover three contrasting dance disciplines, such as classical ballet, contemporary dance and hip hop.

Evidence should be gathered in open-book conditions.

National Unit specification: Statement of standards (cont)

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

Outcome 2

Learners are required to produce practical evidence of their ability to implement dance class etiquette across three contrasting dance disciplines, such as classical ballet, contemporary dance and hip hop.

Performance evidence should be gathered on an on-going basis, throughout the delivery of this Outcome. This is to be videoed.

Outcomes 3 and 4

To support on-going development, learners are required to provide evidence which covers the design, implementation and review of a personal development plan for dance progression which should include:

- Setting of realistic and achievable personal targets
- Outline of relevant and current personal strengths and examples of how these can be further enhanced
- Identification of appropriate personal areas for improvement and examples of ways that these have been addressed
- Regular review of the personal development plan in line with timescales set
- Examples of lessons learned which will assist the learner in future/further development in the area of dance practice

The overall timescale for the plan should cover the delivery of the Unit.

National Unit Support Notes

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The aim of this Unit is to prepare learners for professional life in the dance industry, whether as a dancer, teacher or choreographer. The learner will have the opportunity to develop knowledge of the appropriate codes of behaviour and dress in the dance class. Furthermore, it will allow them to demonstrate their understanding, in a range of contexts, throughout a vocational dance training programme.

In addition, the learner will create, maintain and review a personal development plan to help them evaluate their personal progress and will allow them to develop their personal and employability skills in a way which is suitable for this particular discipline. This could include improvement in dance techniques and/or etiquette and conduct.

This Unit is within the National Certificate in Dance (SCQF level 6) but is also available on a free-standing basis.

Guidance on approaches to delivery of this Unit

This Unit may be delivered in a variety of ways however it is recommended that the Outcomes in this Unit are delivered in the following way:

- Outcome 1: delivered as two lectures at the beginning of a vocational dance course and would be suitable for delivery as part of an on-going guidance programme. It introduces the new learner to a code of behaviour which instils good practice from the start of their training.
- Outcome 2: delivered concurrently as part of a regular regime of dance classes, as this will provide learners with an opportunity to demonstrate/apply, in a studio setting, what they have learned and monitor their own progress and approach to professional practice.
- Outcomes 3 and 4: the production, maintenance and review of learner's personal development plan throughout the delivery of the Unit. Or, where undertaken as part of a wider Group Award such as the NC in Dance, throughout the period of the award and/or combined with other technical dance Units.

National Unit Support Notes (cont)

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Assessment for Outcome 1 could take the form of extended response questions. Where in written format, it is expected that the word count would be 750–1,000 words. Alternatively, assessment could take the form of a short oral presentation.

Assessment for Outcome 2 is a practical exercise in a studio setting, which is to be videoed and may be supported by an observation checklist.

Assessment for Outcome 3 and 4 is the production of a personal development plan. This could be paper-based or produced electronically with supporting blogs; e-portfolio, etc.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Opportunities for developing Core and other essential skills

This Unit has the Core Skill *Problem Solving* embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved *Problem Solving* at SCQF level 4.

National Unit Support Notes (cont)

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

Depending on the learning and teaching/assessment approaches adopted, this Unit can provide opportunities for developing the other Core Skills:

Communication

- **Component: Oral Communication at SCQF level 5**
  In Outcome 1 there are opportunities for learners to develop oral communication skills where assessment takes the form of a short oral presentation. Also in Outcomes 3 and 4, learners may have the opportunity to make oral presentations on the development, review and evaluation of their personal development plan. During the delivery of the Unit, learners may also contribute to debates and discussions eg on dance etiquette which will require them to use appropriate vocabulary, register and sentence structure, as well as taking account of contributions of others.

- **Component: Written Communication at SCQF level 5**
  Opportunities may exist to develop reading skills where supporting documentation is provided for learners in written format such as handouts on dance etiquette covering, eg Health and Safety considerations; warm up exercises; adequate hydration; personal hygiene; dress code and footwear, etc. Also assessments may be in written format, eg short essays, reports; blogs, discussion forums, portfolios etc. There is also a requirement to produce a personal development plan which likely to be in a written format.

Working with Others

- **Components: Working Co-operatively with Others and Reviewing Co-operative Contribution at SCQF level 5**
  In the dance education environment/dance instruction, learners may have opportunities to develop skills in working with others such as, work in collaboration with others; use interpersonal skills; take responsibility for own contribution; reflect on own personal learning and/or provide peer assessments; value the roles of others; handle the behaviour of others in dance class situations, etc.

Information and Communication Technology (ICT)

- **Component: Accessing Information at SCQF level 4**
  There are opportunities for learners to electronically collect relevant and appropriate information on dance etiquette and personal development planning using straightforward searches, using filtering techniques with appropriate criteria, keywords, etc.

- **Component: Providing/Creating Information at SCQF level 4**
  There are opportunities for learners to present information using ICT, eg electronically produced reports; essays; presentations; posters; their personal development plan, etc. There are also opportunities to use blogs and wikis etc to support learning.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Dance Etiquette and Personal Development (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to help you to prepare for professional life in the dance industry. It will provide you with the fundamental knowledge required if you intend pursue a career in the dance industry whether as a dancer, teacher or choreographer. It will introduce you to the accepted codes of behaviour and dress in the dance class and allow you to demonstrate what you have learned. You also get involved in the personal development planning process to help you progress in the dance industry.

If you achieve this Unit, you will be able to:

- describe standards of etiquette appropriate to a dance class.
- demonstrate dance class etiquette across contrasting dance disciplines.
- create, implement and review a personal development plan for progression in dance training.

In Outcome 1, you will learn about the standards of etiquette appropriate to the dance class such as, regular attendance and punctuality; personal hygiene; dress code; respectful conduct; concentration and engagement; special awareness health and safety; warm up; hydration, etc.

In Outcome 2, you will have an opportunity to put what you have learned into practice by participating in a variety of dance classes and adhering to the dress code and rules of behaviour unique to each style of dance.

In Outcomes 3 and 4, you will design, implement and review your own personal development plan to help you improve your personal skills and professional dance practice; review your progress on a regular basis; and look forward to further developments/opportunities in the dance industry.

The assessments for this Unit will be outlined by your tutor/lecturer. They will include you demonstrating your knowledge and understanding of appropriate dance etiquette, applying this knowledge through practical demonstrations and the production and implementation of a personal development plan which can be either in written format or produced electronically.

The Core Skill *Problem Solving* at SCQF level 4 is embedded so if you achieve this Unit, your Core Skills profile will be updated to show that you have achieved this Core Skill. There are also opportunities to develop Core Skills in *Communication, Working with Others* and *Information and Communication Technology (ICT)* in this Unit too.

There is no requirement for you to have previous learning in this subject area, however previous experience in movement or dance at SCQF level 5 (ie Intermediate 2 or National 5) or equivalent would be helpful.

If you achieve this Unit, it will help you to develop a professional approach to dance and prepare you for further learning/training and possible employment in a variety of roles in the dance industry.