

NextGen: HN unit specification

Dance Injury Prevention, Wellbeing and Health (SCQF level 7)

Unit code: JZHV 47

SCQF level: 7 (16 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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Unit purpose

This unit enables learners to develop skills in injury prevention, wellbeing and health, specifically:

- anatomy, physiology and movement mechanics
- cross-training conditioning techniques to support injury prevention and technique development
- biopsychosocial factors that influence injury, wellbeing and health

Entry is at your centre's discretion. We recommend the unit to learners who have completed one or more of the following:

- Dance at SCQF level 6
- Higher Dance

Learners study this unit as part of Higher National Certificate (HNC) Dance. They can also study it on a stand-alone basis.

Learners who complete the unit may progress to further studies and/or work in the dance or performing arts industries.

Unit outcomes

Learners who complete this unit can:

1. understand basic and relevant principles of anatomy, physiology and movement mechanics, specific to dance, to reduce injury risks and enhance technique
2. demonstrate knowledge, understanding and application of cross-training conditioning techniques for safe dance practice
3. demonstrate knowledge and understanding of injury prevention, wellbeing and health principles for a safe and healthy dance career
4. develop general and subject-specific knowledge, understanding and skills in sustainability and the United Nations Sustainable Development Goals (UN SDGs)

Evidence requirements

Outcome 1

Learners must understand basic and relevant principles of anatomy, physiology and movement mechanics, specific to dance, to reduce injury risks and enhance technique, including:

- knowledge of the skeletal system's anatomy and physiology
- knowledge of the muscular system's anatomy and physiology
- knowledge of the energy system's physiology relevant to injury prevention and technique development in dance
- how anatomy and physiology inform short- and long-term safe dance practice
- appropriate use of anatomical terminology

Learners complete a closed-book written assessment for this outcome.

You must complete an assessor checklist.

Outcome 2

Learners demonstrate knowledge, understanding and application of cross-training conditioning techniques for safe dance practice. They must participate in ongoing cross-training conditioning classes that include:

- a minimum of four RAMP (raise, activate, mobilise, potentiate) warm-up exercises
- demonstration of safe movement execution
- demonstration of progressive overload to showcase physical development
- performance of a variation of foundational movements
- demonstration of anatomical and physiological knowledge of the execution and purpose of cross-training conditioning techniques

For assessment, cross-training conditioning classes should last a minimum of 30 minutes and a maximum of 45 minutes.

To assess learners' competence, you observe their participation in classes, in which they demonstrate the knowledge and skills required for this outcome.

You must complete an assessor checklist and record the assessment for evidence. You must clearly label each learner, for example, with a badge or a sheet of paper attached to their clothing, using either a number or a letter system. Each learner's label must be clearly visible on the recording. No more than eight learners should be in the recording.

Outcome 3

Learners demonstrate knowledge and understanding of injury prevention, wellbeing and health principles for a safe and healthy dance career. They must:

- describe a minimum of three biological, psychological and social risk factors of injury, wellbeing and/or health that can influence their training, performance and career
- identify positive and maladaptive behaviours and actions that can influence injury, wellbeing and health
- research and describe a minimum of three injury prevention, wellbeing and health optimisation strategies
- identify a minimum of two appropriate signposts for specialist support services for each of the following:
 - nutrition
 - training
 - injury
 - mental health
- demonstrate knowledge of a minimum of three principles for a healthy career, referencing reducing injury risks and optimising wellbeing and health

Learners must apply referencing techniques in their research.

You could assess learners' knowledge and understanding through a group (maximum of three learners) or individual presentation, or a written report.

Presentations should last a maximum of 5 minutes for an individual, and 10 minutes for a group. Reports should be a maximum of 750 words. Oral presentations must be recorded for evidence.

You must complete an assessor checklist.

Outcome 4

Learners develop general and subject-specific knowledge, understanding and skills in sustainability and the United Nations Sustainable Development Goals (UN SDGs).

They must:

- identify and describe sustainability in the context of the UN SDGs
- explain how they could make one product or process relevant to their qualification more sustainable, and help meet the aims of at least two selected UN SDGs

You could assess learners' competence through a presentation or report. This can be combined with the evidence for outcome 3. Oral presentations should last a maximum of 5 minutes, and must be recorded for evidence. Reports should be a maximum of 750 words.

You must complete an assessor checklist.

Knowledge and skills

Knowledge	Skills
<p>Outcome 1</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the skeletal system’s role in dance training: <ul style="list-style-type: none"> ○ soft tissue function, purpose and safety ○ joint movement terminology ○ joint range of motion • the muscular system’s role in dance training: <ul style="list-style-type: none"> ○ muscle roles and actions terminology ○ origin and insertion of major muscles ○ contraction types ○ how muscles work together • movement patterns: <ul style="list-style-type: none"> ○ planes of motion ○ major muscle and muscle group function for dance technique • the energy system’s role in dance training: <ul style="list-style-type: none"> ○ anaerobic energy systems relative to dance training and performance ○ aerobic energy systems relative to dance training and performance ○ by-products of energy systems and their significance in muscle fatigue and injury prevention 	<p>Outcome 1</p> <p>Learners can:</p> <ul style="list-style-type: none"> • identify anatomical and physiological components of the skeletal system relative to injury prevention and technique development • identify anatomical and physiological components of the muscular system relative to injury prevention and technique development • describe major muscles and muscle groups, joint actions, and contraction types involved in the movement patterns of dance technique • identify how energy systems influence intensities and durations of dance training and performance, and explain the implications of this for cross-training conditioning and recovery strategies • explain how anatomical and physiological knowledge informs safe dance practice, short- and long-term

Knowledge	Skills
<p>Outcome 1 (continued) Learners should understand:</p> <ul style="list-style-type: none"> • injury reduction mechanisms through movement: <ul style="list-style-type: none"> ○ anatomical understanding of posture ○ anatomical understanding of balance ○ anatomical understanding of alignment ○ joint, muscle and other soft tissue loading • how anatomy and physiology inform short- and long-term safe dance practice 	
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> • content and importance of a RAMP warm up • importance of cool down • how to develop characteristics of dance technique and reduce injury risks through cross-training conditioning methods: <ul style="list-style-type: none"> ○ alignment ○ posture ○ strength ○ power ○ balance ○ control ○ co-ordination 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> • demonstrate an effective warm up using the RAMP strategy, showing a minimum of four exercises • demonstrate an effective cool down • demonstrate correct posture and alignment through movement patterns • demonstrate characteristics of strength, power, balance, control and co-ordination through a variety of movement patterns • apply anatomical knowledge to the demonstration of cross-training conditioning techniques

Knowledge	Skills
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • influential biopsychosocial factors of injury prevention, wellbeing and health: <ul style="list-style-type: none"> ○ managing training load ○ progression and regression of exercises ○ rest and recovery (proactive and reactive) ○ warm ups and cool downs ○ motivation • strategies to minimise maladaptive behaviours and optimise positive actions and behaviours for injury prevention, wellbeing and health • proactive and reactive injury reduction mechanisms • signposting to specialist support services including health, training, injury and mental wellbeing 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • describe three biopsychosocial risk factors of injury prevention, wellbeing and health • identify positive and maladaptive behaviours and actions for injury prevention, wellbeing and health • research and describe a minimum of three injury prevention, wellbeing and health optimisation strategies that can promote health and longevity • reference their research sources • identify a minimum of two appropriate signposts for specialist support services for: <ul style="list-style-type: none"> ○ nutrition ○ training ○ injury ○ mental health
<p>Outcome 4</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the relationship between sustainability principles and the UN SDGs • two UN SDGs that are relevant to the unit 	<p>Outcome 4</p> <p>Learners can:</p> <ul style="list-style-type: none"> • review the SDGs • review unit content against the SDGs to identify a sustainability-related issue • apply knowledge and understanding of sustainability and the SDGs to propose improvement

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
 - focusing on mind–muscle connection and relevant athletic-skill development for safe movement execution and transference into dance techniques
- integrity:
 - committing to safe dance practice
- adapting:
 - adapting exercises to accommodate personal needs
 - responding to unfamiliar discussions and learnings
- initiative:
 - encouraging proactive steps for injury prevention, wellbeing and health

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
 - interacting constructively with teachers and peers in discussions
 - engaging with feedback
- feeling:
 - responding with empathy to create a supportive environment
 - inviting inclusivity in practice
- collaborating:
 - working with peers to strategise safe dance practice mechanisms
 - engaging with feedback
- leading:
 - promoting a culture of injury prevention, wellbeing and health in a dance environment

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
 - encouraging exploration, questioning and seeking new knowledge for the most appropriate injury prevention, wellbeing and health strategies

- creativity:
 - consolidating new knowledge and applying it effectively in unique personal contexts for safe dance practice
- sense-making:
 - understanding terminology
 - connecting and integrating anatomical principles for safe dance practice
- critical thinking:
 - reflecting on areas of strength and development
 - strategising actionable steps for long-term goals

Literacies

This unit provides opportunities to develop the following literacies.

Communication

- participating in discussions, group work and presentations

Digital

- researching for presentations or reports
- documenting knowledge

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

We suggest that the following SDGs are identifiable in the unit:

- 3 good health and wellbeing
- 4 quality education

Delivery of unit

This is a mandatory unit in HNC Dance.

The notional time for delivery and assessment is 80 hours. The amount of time you allocate to each outcome is at your discretion.

We recommend that you run this unit throughout the duration of the HNC Dance course.

You can integrate and cross-assess this unit with the following mandatory and optional units at SCQF level 7:

- Classical Ballet
- Contemporary Dance
- Jazz Dance
- Commercial Dance
- Choreographic Practice
- Dance Industry Skills

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit is designed to introduce learners to injury prevention, wellbeing and health, and aspects of anatomy relevant to dance. It reflects good practice for managing injuries and physical fitness in a dance context.

The following areas of knowledge are not exhaustive, but indicate the level learners should be working at.

Resources

Classes, workshops and assessments should take place in an appropriate location, such as a dance studio, gym hall, assembly hall or stage. We recommend the location has:

- a wooden or sprung floor
- adequate heating
- a sound system
- audio and visual equipment

Staff teaching this unit should have subject expertise and must be qualified to at least SCQF level 8 or equivalent. They should have knowledge of safe dance practice, including appropriate:

- posture
- alignment
- warm up and cool down
- hydration
- clothing, footwear and hair styling

Approaches to delivery

The overall unit delivery time is a notional 80 hours of contact time for delivery and assessment. We expect learners to carry out a further 80 hours of self-directed study.

We recommend you deliver outcomes 1 to 3 sequentially for a coherent learning process. You can embed outcome 4 throughout the unit. Areas of each outcome have crossover, which you can explore holistically. You should assess outcomes 1 and 2 separately, but outcomes 3 and 4 can be combined.

Understand basic and relevant principles of anatomy, physiology and movement mechanics, specific to dance, to reduce injury risks and enhance technique (outcome 1)

Learners could take part in a combination of theory and practical classes. Theory classes can support the understanding of anatomical and physiological knowledge and principles, while practical classes facilitate transference of this knowledge into dance-specific movement mechanics. You could use kinaesthetic awareness to facilitate joint action and muscular engagement in a practical setting.

Demonstrate knowledge, understanding and application of cross-training conditioning techniques for safe dance practice (outcome 2)

Learners should take part in practical classes throughout the course. You could lead these, to guide progressive development, or co-create them with learners based on their goals and areas of development. Learners should be aware of the following conditioning principles:

- RAMP warm up
- cool down
- strength
- power

- balance/proprioception
- alignment
- posture
- co-ordination
- movement patterns
- dynamic and static flexibility
- anaerobic conditioning
- muscular endurance
- cardiovascular endurance
- acceleration and deceleration

Demonstrate knowledge and understanding of injury prevention, wellbeing and health principles for a safe and healthy dance career (outcome 3)

Learners demonstrate their understanding of injury prevention, wellbeing and health principles for a safe and healthy dance career by working individually or in a group to create a presentation or write a report.

Lecturers can deliver theoretical lectures and lead class discussions on injury prevention, wellbeing and health principles in a safe and healthy dance career.

Lecturers may want to make learners aware of the following training principles:

- adaptations — progression and regression
- managing training load
- rest and recovery
- warm ups and cool downs
- body awareness
- cross-training
- footwear
- safe dance environment

Lecturers may want to make learners aware of the following lifestyle factors:

- nutrition
- hydration
- impact of performing emotive roles
- body image
- stress management
- time management
- problem-solving skills
- proactive and reactive injury prevention mechanisms
- traits and characteristics (for example, intrinsic versus extrinsic motivation, discipline, stress)
- social influence
- community

You should encourage learners to research specialist support services available.

We recommend you combine delivery of this outcome and outcome 4.

Develop general and subject-specific knowledge, understanding and skills in sustainability and the United Nations Sustainable Development Goals (UN SDGs) (outcome 4)

Learners should explore how they can sustain their learning and their future careers as dancers, teachers and practitioners by looking after their health and wellbeing (SDG 3). Throughout the unit, learners take part in regular classes to improve their fitness and understanding of injury prevention and safe dance practice. By engaging positively with their learning, they take advantage of quality education (SDG 4).

Learners develop a better understanding of the sustainability principles and SDGs if you embed them throughout the unit where relevant, rather than teaching them as a separate topic. You could identify SDGs as appropriate to the unit and signpost them in unit delivery, or ask learners to come up with their own ideas through class discussions.

We recommend you combine delivery of this outcome and outcome 3.

Approaches to assessment

Use your professional judgement when observing learners in class and assessments to ensure all knowledge and skills are evidenced and consistent with the SCQF level of the unit.

Evidence can be generated through a range of assessment types. For this unit we recommend observation or written evidence.

You must record the assessment for outcome 2 and retain it as evidence with your assessor observation checklist. You can combine assessment of outcomes 3 and 4.

Understand basic and relevant principles of anatomy, physiology and movement mechanics, specific to dance, to reduce injury risks and enhance technique (outcome 1)

Learners should take part in a closed-book written assessment to assess their competence. This could include short tests, which can include multiple-choice and short-answer questions.

You can use sampling for written assessments. If you do this, you should include at least 50% of the knowledge and skills, taken from the full range of topics.

You assess learners' understanding of the principles of anatomy, physiology and movement mechanics specific to dance, for the purpose of reducing injury risks and enhancing technique.

Demonstrate knowledge, understanding and application of cross-training conditioning techniques for safe dance practice (outcome 2)

Learners should participate in regular cross-training conditioning classes so that you can assess their competence. You should provide feedback consistently throughout the duration of the course.

You can assess learners in one class or over several classes.

Demonstrate knowledge and understanding of injury prevention, wellbeing and health principles for a safe and healthy dance career (outcome 3)

There is a great deal of flexibility in the types of evidence you could use to assess this outcome. For instance, evidence could be verbal or written, and examples could include:

- reports
- presentations (individual or group)
- a combination of approaches

Presentations should last a maximum of 5 minutes for an individual, and 10 minutes for a group presentation. Reports should be a maximum of 750 words.

This can be combined with the evidence for outcome 4.

Learners must apply referencing techniques in their research. They must acknowledge any sources consulted in footnotes, or in a reference list at the end of their research. They must give specific details of the sources consulted. They may use any recognised system of referencing.

Develop general and subject-specific knowledge, understanding and skills in sustainability and the United Nations Sustainable Development Goals (UN SDGs) (outcome 4)

There is a great deal of flexibility in the types of evidence you could use to assess this outcome. For instance, evidence could be verbal or written, and examples could include:

- reports
- presentations (individual or group)
- a combination of approaches

Presentations should last a maximum of 5 minutes for an individual, and 10 minutes for a group presentation. Reports should be a maximum of 750 words.

This can be combined with evidence for outcome 3.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Dance Injury Prevention, Wellbeing and Health (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

Unit information

This unit helps you develop skills in injury prevention, wellbeing and health to support a career in the dance industry.

We recommend the unit if you have completed one or more of the following:

- Dance at SCQF level 6
- Higher Dance

During the unit, you:

- develop an understanding of anatomy, physiology and movement mechanics relative to dance technique and injury prevention
- improve your vocabulary of cross-training conditioning techniques to support injury prevention and technique development
- research biopsychosocial factors that influence injury, wellbeing, health and career longevity
- link the development of injury prevention, wellbeing and health mechanisms to the United Nations Sustainable Development Goals (UN SDGs)

You are assessed through some or all of the following:

- written assessment
- oral assessment
- performance and in-class observation
- group presentations
- individual presentations

When you finish the unit, you may wish to progress to further studies and/or work in the dance or performing arts industry.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the dance and performing arts sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

You develop the meta-skill of focusing when you use mind–muscle connection and the athletic skills you develop to move and carry out dance techniques safely.

You develop the meta-skill of integrity through your commitment to safe dance practice.

You develop the meta-skill of adapting when you adapt exercises to accommodate personal needs and respond to unfamiliar ideas.

You develop the meta-skill of initiative by taking proactive steps to prevent injury and promote wellbeing and health.

Social intelligence

You develop the meta-skill of communicating by interacting constructively with your teachers and peers in discussions, and engaging with feedback.

You develop the meta-skill of feeling by responding with empathy to create a supportive environment and being inclusive in your practice.

You develop the meta-skill of collaborating when you work with peers to strategise safe dance practice, and engage with feedback from your teacher or lecturer.

You develop the meta-skill of leading by promoting a culture of injury prevention, wellbeing and health.

Innovation

You develop the meta-skill of curiosity by exploring, questioning and seeking new knowledge about injury prevention, wellbeing and health strategies.

You develop the meta-skill of creativity by consolidating new knowledge and applying it effectively in unique personal contexts.

You develop the meta-skill of sense-making through understanding terminology, and connecting and integrating anatomical principles for safe dance practice.

You develop the meta-skill of critical thinking when you reflect on areas of strength and development, and strategise actionable steps for long-term goals.

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the dance and performing arts sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

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Superclass: PL

History of changes

Version	Description of change	Date

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