
GOVERNMENT NOTICE

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 825

23 September 2010



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

CULTURE AND ARTS

registered by Organising Field 02 – Culture and Arts, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate for Registration and Recognition at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and ***no later than 25 October 2010***. All correspondence should be marked **Registration and Recognition – Task Team for Culture and Arts** and addressed to

The Director: Registration and Recognition
SAQA

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D. MPHUTHING

ACTING DIRECTOR: REGISTRATION AND RECOGNITION



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Dance Instruction

SAQA QUAL ID	QUALIFICATION TITLE		
79986	Further Education and Training Certificate: Dance Instruction		
ORIGINATOR		PROVIDER	
Task Team - Culture and Arts			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Performing Arts	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	136	Level 4	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The Further Education and Training Certificate Dance Instruction will provide learners with a formal Qualification, as well as the technical and creative skills, knowledge and applied competencies for those who wish to enter into, or are already in the occupation of dance instruction as educators, in particular as teachers of dance. The Qualification will provide a solid foundation in all aspects of dance instruction, thereby increasing knowledge and expertise in dance and dance education and transforming the way teachers/facilitators understand and teach dance.

The Qualification provides a standardised approach to the theoretical and practical subjects required by a modern day dance facilitator. It will give the learner a 'hands-on' overview of dance and dance facilitation of dance students at beginner to intermediate level. It also gives the aspirant dance teacher/facilitator the opportunity to become proficient in one or more chosen dance genres.

A learner acquiring this Qualification will be able to:

- Facilitate dance instruction for groups and individuals in one or more dance genres at beginner to intermediate skill levels.
 - Range: Beginner to intermediate levels include but are not limited to dance students who have never had any dance instruction before to those that have mastered basic techniques and vocabulary.
- Understand the historical development of the chosen dance genre(s).
- Understand the inclusive teaching approaches and techniques required for instructing dance students with special needs.
- Understand and apply relevant legislation, regulations, and codes of conduct pertaining to the industry and organisation.
- Perform a range of managerial and administrative functions and duties within own work environment.

Rationale:

The role of dance in South Africa continues to grow in social importance. If dance is to become truly accessible to all South Africans, it is essential that dance facilitators/teachers receive the best possible education and training so that they, through their dance lessons, can enable citizens to participate in dance in different dance genres at beginner and intermediate level. This qualification focuses on the technical dance and didactic skill requirements associated with the coaching of dance students for both social/recreational dancing and participation in dance competitions.

Dance represents an expression of human experience and is an important source of human interaction and understanding that contributes to the learner's cognitive, emotional and physical growth in multi-cultural settings and backgrounds.

Dance facilitators need to be aware of the physical and psychological characteristics of dance students, to promote the concepts of enjoyment and social interaction. They also need to know how to encourage the development of fitness and the acquisition of new skills. This integrated approach to educating dance facilitators/instructors has been designed to increase the capacity and number of qualified dance facilitators/instructors for all sectors of society.

Building a sound basis for dance facilitator/instructor education will have important positive implications for top-level dance in South Africa given the extreme demands which are placed on dancers who compete at the highest performance levels. By focusing on the fundamentals of dance instruction, through applying a supportive approach to training, participants in dance will form good habits that will lay the foundation for pursuing and achieving higher levels of performance. A well-coordinated approach to dance facilitator/instructor education will encourage the desire to participate as well as promote the development of the different dance genres.

Dance facilitating/instructing has entered a period of rapid growth as a profession. There is an increasing need for dance facilitators/instructors to be trained and recognised for their abilities. It will also help create career opportunities for many who wish to earn a living from dance instruction, which includes learners with no prior dance instruction experience.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

- Mathematical Literacy at NQF Level 3
- Communication at NQF Level 3.

It is also assumed that learners have had some experience of recreational or competitive dance in the dance genre chosen for this qualification.

Recognition of Prior Learning:

The Qualification can be achieved in whole or in part through the Recognition of Prior Learning (RPL). Learners obtaining the whole Qualification through Recognition of Prior Learning and wishing to be declared competent are required to complete a practical assessment component for the purpose of such recognition. This implies that the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses, providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective components stipulated in the Qualification and by the Exit Level Outcomes.

Learners submitting themselves for Recognition of Prior Learning should be thoroughly briefed prior to the assessment, and may be required to submit a Portfolio of Evidence (POE) in the prescribed format and/or undergo a workplace assessment to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the Exit Level Outcomes.

Access to the Qualification:

Access is open to all learners. It is however preferable that the learners first complete an NQF Level 3 Qualification before accessing this Qualification.

QUALIFICATION RULES

The Qualification is made up of a combination of Fundamental, Core and Elective components, totalling a minimum of 136 Credits

Fundamental Component (56 Credits):

The Fundamental Component consists of the following learning, which is compulsory for all learners:

- Unit standards at Level 4, totalling 16 Credits in Mathematical Literacy.
- Unit standards at Level 4, totalling 20 Credits in Communication in a First South African Language.
- Unit standards at Level 3, totalling 20 Credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

Core component:

- All Unit Standards to the value of 60 Credits are compulsory.

Elective component:

The Elective component consists of a number of Unit Standards from which learners are required to choose a combination totalling a minimum of 20 Credits.

EXIT LEVEL OUTCOMES

1. Facilitate dance instruction for groups and individuals in one or more dance genres at beginner to intermediate skill level.
 - Range: Beginner to intermediate levels include but are not limited to dance students who have never had any dance instruction before to those that have mastered basic techniques and vocabulary.
2. Understand the historical development of the chosen dance genre(s).
3. Understand the inclusive teaching approaches and techniques required for instructing dance students with special needs.
 - Range: Special needs includes but is not limited to learners who are deaf, blind, physically disabled, or mentally impaired.
4. Understand and apply relevant legislation, regulations and codes of conduct pertaining to the industry and organisation.
5. Perform a range of managerial and administrative functions and duties within own work environment.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes:

Communicate effectively:

- Effective communication is enabled through the maintaining of relevant communication as per organisational requirements applicable to the planning, implementation and support services associated with the facilitation of dance.

Identify and solve problems:

- Problems are identified and solved in the application of dance facilitation support as it relates to the maintaining of operational requirements.

Collect, analyse, organise, and critically evaluate information:

- Information is collected analysed, organized and evaluated in the performing of dance facilitation and dance logistical arrangements and the administration thereof.

Understand the world as a set of related systems:

- The world is understood as a set of related systems as the dance facilitation industry functions and provides services within the larger services environment, In addition the national and international dance structures enables the learner's understanding of the world as a set of interrelated systems.

Organise and manage own activities:

- Own activities are managed and organised in the performance of dance facilitation support services and in the maintaining of communication and the execution of support duties and functions within the dance facilitation environment.

Work in a team:

- Teamwork is supported in the operational environment and the execution of dance facilitation functions regardless of the specific dance genre in which the learner is required to operate and apply knowledge and skills.

Maintain effective working relationships:

- The maintaining of effective working relationships is supported through the requirements of the operational environment and the very nature of the dance facilitation/instruction industry, which is service and community, orientated.

Science and technology:

- The use of Science and Technology is supported by the use of computer literacy in the operational environment as well as the electronic applications used for the gathering and reporting of information in the performance of dance facilitation, management and administration.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Effective inter-personal skills are applied within a dance facilitation/instruction environment.
- Safety is maintained through the application of industry/dance genre(s) standards throughout the facilitation process.
- Knowledge of the anatomy and physiology of the various age groups is applied according to the requirements for safe and effective physical activity and conditioning.

- Dance, as it relates to the correct level, is taught using correct techniques and appropriate facilitation routines.
- Groups and individuals are handled in a manner which improves or upholds the image of the organisation and which makes the client feel important to the organisation.

Associated Assessment Criteria for Exit Level Outcome 2:

- An overview is provided of how the dance genre developed and evolved internationally.
- The dance sector/industry is described in terms of the international and national dance environments as they related to a specific dance genre(s).
- The history and development of the dance genre(s) in South Africa is explained in relation to the various dance requirements.

Associated Assessment Criteria for Exit Level Outcome 3:

- People with special needs are accommodated in dance classes.
- Facilitation is planned according to the individual requirements of the specific dance genre(s).
- Inclusive principles, techniques and methods of instructing dance are applied in order to improve the dance abilities of the individual learner.
- Dance talent is identified and communicated to the relevant role-players to enable progression within the dance genre(s).

Associated Assessment Criteria for Exit Level Outcome 4:

- The behaviour of the teacher and interaction with clients is ethical at all times and in line with the approved code of conduct applicable in the sector.
- The hygiene and health and safety of the environment is maintained according to legislative and organisational requirements.
- Disciplinary codes and procedures are applied as they relate to the rules and regulations of the dance genre.

Associated Assessment Criteria for Exit Level Outcome 5:

- The dance business requirements are explained in terms of the operational environment.
- Administrative duties are conducted according to operational requirements and organisational standards.
- Logistical arrangements, administration and functions are executed according to operational requirements.
- Dance support functions as they apply to the specific dance genre are executed according to operational and organisational requirements.

INTERNATIONAL COMPARABILITY

The purpose of this International Comparability study is to facilitate the development of a meaningful learning path and its theoretical and practical vocational skills which will ensure compatibility, comparability and compliance with existing international Qualification specifications and regulations.

Dance facilitation and instruction activities, both on amateur and professional level can be associated with an extensive range of dance genres and disciplines on an international basis. This provides an extremely broad potential base for comparison providing a challenge in terms of specific focus and narrowing down the possible range of information for such an exercise.

In the consideration of standards specific to dance facilitation and instruction, the logical approach was to investigate dance teaching courses and select countries with recognised international dance achievement records in order to select a qualification and extend comparison to enable incorporation of practices from a South African perspective.

This National Certificate was compared with equivalent Qualifications/courses from a range of countries. The countries were selected because they offer education and training that is considered international best practice in terms of the education and training needs of trainers and teachers involved in Ballroom and Latin American dance.

The following comparisons were concluded with international qualifications as per the identified areas of best practice:

Imperial Society of Teachers of Dancing:

Course Title: ISTD Foundation in Dance Instruction:

- Unit 1 - Observation and understanding of learning techniques.
- Unit 2 - Promotion of health and safety in dance.
- Unit 3 - Lifespan development and learning in dance.
- Unit 4 - Dance practice within a chosen genre.
- Unit 5 - The relationship between music and dance.
- Unit 6 - Background to a chosen dance genre.

The above course does not compare well with the whole Qualification as the competencies include only dance teaching, music health and safety issues and this is contained in one or two Unit Standards within our Qualification.

Course Title: Certificate in Dance Education:

- Unit 1 - Planning techniques in dance teaching.
- Unit 2 - Dance teaching practice.
- Unit 3 - Evaluation of dance teaching practice.
- Unit 4 - Promotion of health and safety in dance.
- Unit 5 - Lifespan development and learning in dance.
- Unit 6 - Dance practice within a chosen dance genre.
- Unit 7 - The relationship between music and dance.
- Unit 8 - Background to a chosen dance genre.

The above course does not compare well with the whole Qualification as the competencies include only dance teaching and this is contained in one or two Unit Standards within our Qualification. Included in the above are the historical issues of the chosen dance.

Royal Academy of Dance:

- Course Title: GCSE.
- Contemporary technique.
- Choreography.
- Performance skills.
- Dance history and appreciation.

Course Title: GCE AS:

- Contemporary technique.
- Choreography.
- Performance skills.
- Dance history and appreciation.
- Notation.
- Anatomy.
- Physiology.

Course Title: A2 Level:

- Contemporary technique.
- choreography.
- Performance skills.
- Dance history and appreciation.
- Notation.
- Anatomy.
- Physiology.

All three of the above courses offered by the Royal Academy of Dance, do not compare well with the South African Qualification as a whole as they also only cover the teaching/facilitation side of instruction.

United Kingdom:

BBO - British Ballet Organisation:

Course Title: Certificate in an Introduction to Dance Teaching:

- The relationship between music and dance.
- Dance practice within a chosen genre.
- Observation of dance teaching and learning techniques.
- Background to a chosen dance genre.
- Theory of child development.
- Safe dance practice.

Course Title: TCL Level 6 Diploma in Dance Teaching and Learning (Children and Young People) (QCF):

- Dance teaching in practice.
- Teaching and learning dance.
- Critical reflection on dance teaching.
- Professional knowledge for dance teaching.

Course Title: Certificate for Dance Teaching Assistants:

- Creative expression.
- Critical thinking and analytical skills.
- Co-operation and teamwork.
- Organisation and problem solving.

The above courses are not too compatible as they only focus on ballet, however the teaching component is very compatible with selected Unit Standards in the Qualification.

England:

Merseyside Dance and Drama Centre (MDDC):

Course Title: Performance and Teaching in Dance:

- Classical ballet.
- Modern theatre.
- Tap.
- Contemporary.
- Jazz styles (including hip-hop and street).
- Latin American and ballroom.
- Disco.

- National.
- Double work.
- Creative choreography.
- Singing.
- Acting.
- Voice and speech production.
- Contextual studies.
- Fitness, health and safety.
- Musical theory.
- Musical theatre.
- Lifespan development.
- Teaching skills.
- Music and dance relationship.
- Dance genre background.

The Performance and Teaching in Dance course is compatible with our Qualification in terms of dance instruction. It does not however cover historical and administrative issues.

Hype Dance Company:

- Course Title: Hiphop Dance Training for Dance Teachers.
- The history of the style.
- Appropriate warm ups.
- Foundation techniques.
- Basic sequences to teach and adapt.
- Help with music choices.
- How to implement at your school.

The Hiphop Dance Training for Dance Teachers course is compatible with specific Unit Standards contained in the Core component of the Qualification in terms of dance instruction. It does not however cover health and safety and administrative issues.

The Basement Dance Studio:

Course Title: Hiphop:

- Locking.
- Popping.
- Tutting.
- Boogalu.
- Waving.
- Moonwalking.
- Basic Breaking.
- Freestyle.

Course Title: Introduction to Choreography:

- Basic principles of choreography.
- Structural aspects of choreography.

The Courses offered by the Basement Dance Company are not at all compatible with the South African Qualification as their courses are very specific to the hip hop genre.

The Street Dance Teacher Training Company:

Course Title: Street Dance Teacher Training Programme:

- How to structure your street dance class.
- How to warm up your class and learn how to cool them down in a safe way.
- How to create amazing choreography.
- How to get a public performance license (PPLI).
- How to get a public liability insurance.
- How to organise and manage your diary effectively.
- How to retain clients and ensure they stay on street dance.
- How to structure your language so that you empower your students.
- How to deliver a class appropriate to the dancers' level.
- How to negotiate and demand a high fee.
- How to understand and use body language, tonality of voice and specific words to communicate effectively.
- Learn the most commonly made mistakes that most teachers make and how to avoid them.
- How to have confidence when teaching.
- How to identify the beliefs you hold as a street dance teacher.
- Learn how to re-programme your brain to help move you in the direction you wish to go in your life and be a street dance teacher.
- How to listen carefully to your student's problem.
- How to give feedback in a way that assists your students.

The above course is only fairly compatible as its subject matter are more of tasks and steps that are required in certain circumstances for dance teachers. It is also much shorter in duration.

The Dance Teacher Training Centre:

Course Title: Teacher Training Programme.

Core Subjects:

- Classical ballet.
- Modern theatre dance styles.
- Tap.
- Contemporary.
- Street/commercial jazz styles.
- Pilates.
- Acrobatics.
- National dance.
- Musical theatre styles.
- Health and safety.
- Lifespan development.
- Teaching studies.
- ISTD and IDTA syllabi.

Other Subjects:

- Theatre craft.
- Freestyle/disco.
- Salsa.
- Choreography.
- Pointe work.
- Anatomy.
- Dance history and historical dance.
- Ballroom.
- Latin American.
- Singing workshops.
- Acting workshops.
- Aspects of performance production.
- First aid.

- Studio management.
- Audition techniques.

The Teacher Training Programme course is fairly compatible and does offer a fairly wide range of competencies found in the South African qualification. However some of its core subjects are related to specific dance genres.

United States of America:

Ballroom Dance Teachers College:

Course Title: American Style Bronze Teacher Training:

- The 17 Dances of the DVIDA Bronze American Syllabus.
- To dance as both Leader and Follower.
- Technical elements of all the dances.
- Musical elements of all the dances.
- How to teach private and group lessons.
- How to prepare for DVIDA certification.
- Transformational Training for Ballroom Dance Professionals.

The Ballroom Dance Teachers College course offered compares favourably with our Qualification as most of their subjects are covered in ours. It does seem however, that this course covers far less in terms of history, legislative requirements and administrative subjects offered in our Qualification.

National Tap Ensemble:

- Course Title: Teacher Training and Certification Program.
- Tap fundamentals.
- History of tap.
- Tap theory.
- Pedagogy.
- Curriculum-building.
- Methodology.
- Notation.
- Elementary musicianship.
- Tapology.
- Reports and presentations.
- The study of rare footage of tap legends.
- Personal practice and review.

The above course does not compare well with the whole Qualification as the competencies focus mainly on tap dancing and very little else. It does however cover the history and some teaching skills.

Dance and Gym USA:

Course Title: Dance Teacher Certification:

- Working knowledge of ballet terminology.
- Correct body alignment, turn-out and placement.
- Dance class structure.
- Warm-up and cool-down.
- Dance teaching techniques.
- Understanding individual students.
- Pacing dance instruction.

The above course does not compare well with this Qualification as the modules presented are of a similar nature and content to three Unit Standards. It does however cover some of the practical work which needs to be carried out by the learner, to build up their competency in the actual teaching of a specific dance genre.

Canada:

- Vancouver Academy of Ballroom Dance

Course Title: Become a Teacher:

- To dance as both leader and follower.
- Technical elements of dances.
- Musical elements of dances.
- How to teach private and group lessons.
- How to prepare for DVIDA certification exams.

The above course compares fairly well with our Qualification as most of their subjects are covered in ours. It does seem however, that this course covers far less in terms of history, legislative requirements and administrative subjects offered in our Qualification.

Hong Kong:

Creation Dance:

Course Title: Urban Groovz Dance Teacher Training:

- Physiology and anatomy for dancers.
- Health and safety in planning dance education.
- How to create lesson plans.
- How to structure classes.
- What to prepare.
- How to break down your routines.
- How to explain moves using various communication techniques.
- How to safely and effectively warm up a class.
- How to interpret choreography.
- Musicality and how to convey this to your class.
- How to get your class interacting.
- How to create and maintain positive learning environments.
- How to engage your students.
- How to communicate effectively.
- How to organise your students.
- How to bring out the best from each student.
- How to evaluate your class.
- How to demonstrate and correct students.
- How to retain your students.
- How to progress your students.
- How to run your own dance classes.

The Urban Groovz Dance Teacher Training compares well. However, the course only covers the actual facilitation outcomes contained in a Unit standard within our Qualification and does not offer outcomes on history, legislation, interpersonal skills, administration and managerial. Each item listed is contained in either our assessment criteria or range statements.

Thailand:

Agama Yoga school:

Course Title: Mystical Dance Teacher Training Course:

Dance and movement exploration topics:

- Ritual belly dance.
- Goddess invocation dance.
- Sufi whirling.
- Chakra and five elements dance.
- Trance and blessing dance.
- Archetypes in dance.
- Polarity dance.
- Prayer dance.

Mystical and self-discovery topics:

- Transfiguration.
- Power of ritual and synchronizing with astrological moments.
- Presence and surrender in dance.
- Mystical beauty.
- Meditation and visualization techniques for dancers.
- Journal writing and sacred photography.
- Techniques for igniting and subliming sexual energy.
- Sharing circles.
- Balancing yin and yang energies.

Teacher Training methodology topics:

- How to plan and structure classes and workshops.
- Compassionately holding space for participants.
- Icebreakers, meditations and exercises.
- Warm-ups and cool downs.
- Selecting music and props.
- Facilitating co-ed and intergenerational groups.
- Teaching ethics.
- Marketing and public relations.

The above course compares quite well with the South African Qualification. It does however spend two-thirds of the time focusing on the dance/yoga specific issues and only one-third of the time on teaching/facilitating issues. It does not cover any historical and administrative topics.

Philippines:

Ballroom Bible:

Course Title: Vocational Dance Teacher Training and Certification:

- Modern ballroom standard and Latin American syllabus.
- Dance teaching methods.
- Criteria for working with children and/or adults.
- Dance etiquette.
- Dance rules and regulations for competitions.
- Practical assignment.

The Vocational Dance Teacher Training and Certification compares well with this Qualification as the modules presented are of a similar nature and content. It does however not cover

historical, legislative and administrative outcomes which needs to be carried out by the learner, to build up their competency in South Africa.

Conclusion:

The Further Education and Training Certificate: Dance Instruction compares favourably with the training and development in dance that is offered internationally by all countries included in this comparison. Differences between international practice and this Qualification, relate mainly to legislative and regulatory issues as well as to administrative and managerial competencies.

This Qualification meets the needs of the dance facilitation requirements in South Africa and it is portable to other countries in terms of subject matter content. The only real major difference is the Fundamental Unit Standards which are not found in international qualifications and courses.

ARTICULATION OPTIONS

Horizontal articulation is possible with:

- ID 58163: Further Education and Training Certificate Community Recreation.
- ID 48808: Further Education and Training Certificate: Performing Arts.
- ID 50332: Further Education and Training Certificate: Occupationally Directed Education, Training and Development Practices.
- ID 48669: Further Education and Training Certificate: Live Entertainment Technical Production.

Vertical articulation is possible with:

- ID 60289: National Certificate: Community Recreation, NQF Level 5.
- ID 67693: National Certificate: Fitness, NQF Level 5.
- ID 50332: National Certificate: Occupationally Directed Education, Training and Development Practices, NQF Level 5.

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of moderation guideline detailed in Qualification Assessor Criteria.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specifies otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards, Exit Level Outcomes as well as the integrated competence described in the Qualification.
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

- To be registered as an assessor with the relevant Education and Training Quality Assurance Body
- Be in possession of a relevant Qualification at NQF Level 5 or higher.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	243297	Apply knowledge of anatomy and physiology to exercise training	Level 4	5
Core	119676	Apply the skills of customer care in a specific work environment	Level 4	4
Core	252217	Comply with organisational ethics	Level 4	4
Core	377184	Demonstrate knowledge and understanding of the stages of human development and how these inform dance instruction	Level 4	6
Core	377180	Execute a dance form for facilitation purposes	Level 4	12
Core	377182	Explain the history of a dance genre in a South African context	Level 4	5
Core	377181	Facilitate dance instruction for groups and individuals in one or more dance genre at beginner to intermediate skill levels	Level 4	18
Core	243618	Manage administration records in recreation environment	Level 4	3
Core	255836	Understand and work within relevant legislation, policies and guidelines affecting a service organisation	Level 4	3
Elective	116534	Carry out basic first aid treatment in the workplace	Level 3	2
Elective	114970	Manage risk in own life	Level 3	3
Elective	243299	Adapt available spaces in the community as a sports or fitness facility	Level 4	5
Elective	377183	Adjudicate a dance form	Level 4	5
Elective	9506	Communicate in an assertive manner with clients and fellow workers	Level 4	4
Elective	114548	Create original performances	Level 4	12
Elective	117241	Develop a business plan for a small business	Level 4	5
Elective	114549	Direct performances	Level 4	12
Elective	120389	Explain and apply the concept, principles and theories of motivation in a leadership context	Level 4	6
Elective	116594	Function in a team	Level 4	4
Elective	114554	Perform arts administration functions	Level 4	10
Elective	242811	Prioritise time and work for self and team	Level 4	5
Elective	258721	Promote an awareness of nutrition principles for sport and physical activity	Level 4	4
Elective	114553	Stage manage performances	Level 4	8
Elective	10220	Include persons with disabilities in sport, recreation or fitness activities	Level 5	5
Elective	114226	Interpret and manage conflicts within the workplace	Level 5	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Execute a dance form for facilitation purposes

SAQA US ID	UNIT STANDARD TITLE		
377180	Execute a dance form for facilitation purposes		
ORIGINATOR		PROVIDER	
Task Team - Culture and Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Prepare for execution of dance.

SPECIFIC OUTCOME 2

Demonstrate and explain movements for dance form.

SPECIFIC OUTCOME 3

Apply dance techniques.

SPECIFIC OUTCOME 4

Explain and perform dance timing to given music/rhythm.

SPECIFIC OUTCOME 5

Construct a sequenced dance.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	79986	Further Education and Training Certificate: Dance Instruction	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate dance instruction for groups and individuals in one or more dance genre at beginner to intermediate skill levels

SAQA US ID	UNIT STANDARD TITLE		
377181	Facilitate dance instruction for groups and individuals in one or more dance genre at beginner to intermediate skill levels		
ORIGINATOR		PROVIDER	
Task Team - Culture and Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	18

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Describe the role of the dance facilitator.

SPECIFIC OUTCOME 2

Maintain the health, safety, hygiene, and efficiency of a dance environment or facility.

SPECIFIC OUTCOME 3

Plan and prepare for dance facilitation.

SPECIFIC OUTCOME 4

Facilitate dance instruction.

SPECIFIC OUTCOME 5

Develop learner/student confidence.

SPECIFIC OUTCOME 6

Present oral tuition.

SPECIFIC OUTCOME 7

Evaluate and review learning and facilitation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 79986	Further Education and Training Certificate: Dance Instruction	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Explain the history of a dance genre in a South African context*

SAQA US ID		UNIT STANDARD TITLE	
377182		Explain the history of a dance genre in a South African context	
ORIGINATOR		PROVIDER	
Task Team - Culture and Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Explain the concept of dance.

SPECIFIC OUTCOME 2

Distinguish and identify the impact of specific innovators and innovations.

SPECIFIC OUTCOME 3

Explore dance origins and time lines.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	79986	Further Education and Training Certificate: Dance Instruction	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Adjudicate a dance form**

SAQA US ID		UNIT STANDARD TITLE	
377183		Adjudicate a dance form	
ORIGINATOR		PROVIDER	
Task Team - Culture and Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Demonstrate an understanding of the adjudication process.

SPECIFIC OUTCOME 2

Plan and agree on the evaluation criteria.

SPECIFIC OUTCOME 3

Assess and adjudicate the dance form.

SPECIFIC OUTCOME 4

Analyse the final result.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Elective 79986	Further Education and Training Certificate: Dance Instruction	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of the stages of human development and how these inform dance instruction

SAQA US ID	UNIT STANDARD TITLE		
377184	Demonstrate knowledge and understanding of the stages of human development and how these inform dance instruction		
ORIGINATOR		PROVIDER	
Task Team - Culture and Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

New NQF Level: NQF Level 04

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Understand human development in terms of the changes which individuals and groups experience.

SPECIFIC OUTCOME 2

Explain the factors and needs of each developmental stage for a specific dance genre.

SPECIFIC OUTCOME 3

Apply child and adult learning principles within related dance groups.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	79986	Further Education and Training Certificate: Dance Instruction	Level 4