

Learner Evidence Record

SCQF Level 5 Qualification in Dance Leadership (DL5)

The Learner Evidence Record (LER) is a mandatory document.

All work within this should be that of the learner.

Tutor/Assessors must ensure they assess the evidence within this document and complete the Practical Observation Form.

Learner name	[[]]
Centre name	[[]]
Course number	[[]]

Sample LER - Do not use

Introduction

Congratulations! You are now undertaking the SCQF Level 5 Qualification in Dance Leadership. This qualification will give you the opportunity to develop transferrable skills which will be of use to you, both in a dance environment and in preparing you for further/higher education and/or employment.

To make the most of your dance leadership journey you should register now at sportsleaders.org for tips, resources and advice.

How to use your LER

This LER gives you all you need to gather evidence of your learning and assessment throughout the course. This is a mandatory document that must be successfully completed for you to gain your qualification.

Course content

The course combines both theory and practical elements which will enable you to become a Dance Leader. To gain the SCQF Level 5 Qualification in Dance Leadership you must complete the mandatory Units 1-5.

Demonstration of Leadership

As part of the course you will need to complete a minimum of 10 hours demonstration of leadership. This can only be completed once you have successfully met all the Performance Criteria from Units 1-2.

Spirit of Leadership Award

Your Tutor/Assessor can nominate you for the Sports Leaders UK Spirit of Leadership Award if they feel you have gone above and beyond what is expected. You can use the Sports Leaders UK app to submit your volunteering log and will be awarded additional certificates when you complete additional volunteering hours:

- 50 hours – Bronze Spirit of Leadership
- 100 hours – Silver Spirit of Leadership
- 200 hours – Gold Spirit of Leadership

Make sure you mention Spirit of Leadership to your Tutor/Assessor. We'll ask your Tutor to verify your leadership hours.

Appeals procedure

If you have any queries about an assessment decision speak to your Tutor/Assessor about it. If this does not solve the issue then contact Sports Leaders UK who will investigate. See the [Appeals Policy](#) for more information.

Accident responsibility

Sports Leaders UK does not accept responsibility or liability for any injury or loss sustained by you, your Tutor/ Assessor(s) or any other person during any part of the course. For more details, visit sportsleaders.org.

After completing the course

Sports Leaders UK is highly regarded in Higher and Further Education and it is recommended you mention your dance leadership qualification and volunteering when applying for courses, in job applications and interviews.

What you and your Tutor/Assessor need to complete

Unit	Unit title	For you to complete		For your Tutor/Assessor to complete	Done?
		Tasks	Done?		
1	Developing leadership skills	1.1, 1.2, 1.3	<input type="checkbox"/>	Sign off Tasks 1.1, 1.2, 1.3	<input type="checkbox"/>
2	Plan, lead and evaluate dance sessions	2.1, 2.2	<input type="checkbox"/>	Sign off Tasks 2.1, 2.2 Practical Observation Form for Task 2.1	<input type="checkbox"/>
3	Assist in planning and leading a dance activity event	3.1, 3.2	<input type="checkbox"/>	Sign off Tasks 3.1, 3.2 Practical Observation Form for Task 3.2	<input type="checkbox"/>
4	Dance choreography	4.1	<input type="checkbox"/>	Sign off Task 4.1 Practical Observation Form for Task 4.2	<input type="checkbox"/>
5	Lead dance activity sessions	5.1, 5.2	<input type="checkbox"/>	Sign off Task 5.1 Sign off Leadership Log (5.2)	<input type="checkbox"/>

Task 1.1 Leadership skills and behaviours

Use the table below to explain a similarity and difference between skills and behaviours, describe 5 skills and 5 behaviours you should display when leading others and why they are important.

Similarity between skills and behaviours	Skill	This skill is...	This skill is important when leading others because...
Difference between skills and behaviours	Behaviour	This behaviour is...	This behaviour is important when leading others because...

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Task 1.2 Using leadership skills and behaviours in other environments

Use the table below to explain how and why leadership skills and behaviours might be relevant in other environments. Explain the positive impact of each skill and behaviour on employability and success in a work environment.

Skill	In what environment(s) and how could the skill be used	What positive effect could using the skill have on my employability and success in work

Behaviour	In what environment(s) and how could the behaviour be used	What positive effect could displaying the behaviour have on my employability and success in work

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Task 1.3 Audit of leadership skills

Use this form to audit your leadership skills at **the start and at the end of the course**. List at least 5 leadership skills and 5 leadership behaviours you think are important in the table below. Then score yourself at the start and at the end of the course.

Leadership skill	Score how good you are at the START of the course				Date	How you plan/would like to improve	Score how good you are at the END of the course				Date
	1 Not very good	2 Not too bad	3 Quite good	4 Very good			1 Not very good	2 Not too bad	3 Quite good	4 Very good	

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision	
Tutor/Assessor assessment decision (pass/defer) and comments	Task 1.1				
	Task 1.2				
	Task 1.3				
Tutor/Assessor signature				Date	

Task 2.1 Plan, lead and evaluate dance sessions

Session plan and evaluation – to be completed by the learner

You are required to plan, lead and evaluate at least 3 different dance sessions

Session Plan 1		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Aims & objectives		
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of dance activity Use written descriptions and/or diagrams	Adaptation Suggest 1 change to make each activity more/less challenging
Introduction and warm up		More challenging:
		Less challenging:
Main session (show timings if applicable)		More challenging:
		Less challenging:

Cool down and close		More challenging:
		Less challenging:
Other things to remember/be aware of, e.g. safety		

Evaluation of the session	
Evaluation method(s) used	
Strengths (minimum of 3)	Areas in need of improvement/development (minimum of 3)
How you plan to make improvements	How improvements will be measured

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Task 2.1 Plan, lead and evaluate dance sessions

Session plan and evaluation – to be completed by the learner

You are required to plan, lead and evaluate at least 3 different dance sessions

Session Plan 2		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Aims & objectives		
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of dance activity Use written descriptions and/or diagrams	Adaptation Suggest 1 change to make each activity more/less challenging
Introduction and warm up		More challenging:
		Less challenging:
Main session (show timings if required)		More challenging:
		Less challenging:

Cool down and close		More challenging:
		Less challenging:
Other things to remember/be aware of, e.g. safety		

Evaluation of the session	
Evaluation method(s) used	
Strengths (minimum of 3)	Areas in need of improvement/development (minimum of 3)
How you plan to make improvements	How improvements will be measured

Sample LER - Do not use

Task 2.1 Plan, lead and evaluate dance sessions

Session plan and evaluation – to be completed by the learner

You are required to plan, lead and evaluate at least 3 different dance sessions

Session Plan 3		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Aims & objectives		
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of dance activity Use written descriptions and/or diagrams	Adaptation Suggest 1 change to make each activity more/less challenging
Introduction and warm up		More challenging:
		Less challenging:
Main session (show timings if required)		More challenging:
		Less challenging:

Cool down and close		More challenging:
		Less challenging:
Other things to remember/be aware of, eg: safety		

Evaluation of the session	
Evaluation method(s) used	
Strengths (minimum of 3)	Areas in need of improvement/development (minimum of 3)
How you plan to make improvements	How improvements will be measured

Task 2.1 Plan, lead and evaluate dance sessions

Practical Observation Form – to be completed by the Tutor/Assessor(s)

In order to meet the course requirements, learners must be observed leading a minimum of 3 x 15 minutes sessions in different dance activity sessions.

Learner name	
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Session 1	Session title	
	Date of session	
Session 2	Session title	
	Date of session	
Session 3	Session title	
	Date of session	

The learner must be assessed demonstrating the following Performance Criteria		
The parts of the Performance Criteria need to be met at least once across the 3 observed sessions		
Performance Criteria/Action required	Date achieved	Notes on observations
Start the session effectively		
Manage the structure, pace and flow of the session		
Use at least 3 different verbal communication methods		
Use at least 3 different non-verbal communication methods		
Use at least 3 motivational methods		
Set and enforce at least 3 ground rules in an activity		
Adapt the session effectively in line with the needs of the participant(s)		
Conduct an appropriate cool down		
Lead sessions which minimise risk and maximise safety		

Final comments and feedback			
Feedback to learner			
Further areas/opportunities for development			
Tutor/Assessor signature		Date	

Task 2.2 Risk assessment

Use the risk assessment template below to identify risks and hazards that might occur during one of your planned dance activity sessions

Location		Date of risk assessment			
Session details					
Potential Risk	Who is at risk? List groups of people who may be at risk	Risk level High, Medium or Low	Control What steps can be taken to minimise risk?	Further action required List further action required to control significant risks	Risk level after control High, Medium or Low

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision	
Tutor/Assessor assessment decision (pass/defer) and comments	Task 2.1 Session Plan 1				
	Task 2.1 Session Plan 2				
	Task 2.1 Session Plan 3				
	Task 2.2 Risk assessment				
Tutor/Assessor signature				Date	

Task 3.1 Types of dance events

Use the table below to describe at least five different types of dance events

Type of dance event and description	Key features	Main aims/uses	Well known example(s)

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Task 3.2 Assist in planning and leading a dance event

You are required to plan, deliver and evaluate at least 1 dance event.

Event Plan	
Type of event	Date of event
Event objective	Times (start/finish)
Your role	Your responsibilities
Other roles	Their responsibilities
Complete equipment list	Scoring and recording/reporting of results (if applicable)
Introduction and warm up	
Main event activities	

Cool down and close	
Any specific safety considerations	

Evaluation of the event	
What went well?	What didn't go so well?
What would you change for next time?	

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision
Tutor/Assessor assessment decision (pass/defer) and comments	Task 3.1			
	Task 3.2			
Tutor/Assessor signature			Date	

Task 3.2 Assist in planning and leading a dance event

Practical Observation Form – to be completed by the Tutor/Assessor(s)

Learner name	[[]]
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In order to meet the course requirements, learners must deliver at least 1 dance event

Event	Type of event	[[]]
	Date of event	[[]]

The learner must be assessed demonstrating the following Performance Criteria		
Performance Criteria/Action required	AC met? Y/N	Notes on observation
Demonstrate the responsibilities for the chosen role at a dance event	[[]]	[[]]
Demonstrate the ability to work as part of a team	[[]]	[[]]

Final comments and feedback			
Feedback to learner	[[]]		
Further areas/opportunities for development	[[]]		
Tutor/Assessor signature	[[]]	Date	[[]]

Task 4.1 Explore different styles of dance

Use the tables below to outline different styles of dance and research one style of dance in more detail. Within this task you will also need to present the findings of your research to others.

Dance style 1:	Dance style 2:
Dance style 3:	Dance style 4:

Chosen style of dance	
Typical steps/movements	
Type of music used	
Relationship of music to dance style	
History	
Sociocultural references/impact	
Dress/costume	

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision
Tutor/Assessor assessment decision (pass/defer) and comments	Task 4.1			
Tutor/Assessor signature			Date	

Task 4.2 Choreograph a group dance

Practical Observation Form – to be completed by the Tutor/Assessor(s)

Practical Observation Form – to be completed by the Tutor/Assessor(s)

Date of session		
Performance Criteria/Action required	AC met? Y/N	Notes on observation
Choreograph a 5 minute group dance for a minimum of 6 participants that uses: <ul style="list-style-type: none"> • The 'elements of dance' • Choreographic devises • Choreographic structure • Music effectively 		
Lead a 5 minute group dance for a minimum of 6 participants, demonstrating: <ul style="list-style-type: none"> • Communication • Organisation • Motivation • Safety • Behaviour management • Adaptation 		

Final comments and feedback			
Feedback to learner			
Further areas/opportunities for development			
Tutor/Assessor signature			Date

Task 5.1 The benefits and provision of dance in the community

Use the table below to describe the provision of dance within your community, the benefits of dance and the barriers that could inhibit participation in community dance and/or dance based fitness.

Describe at least 4 different dance and/or dance based fitness groups, clubs and/or organisations that operate in the local community		
Describe at least 2 physical benefits, 2 psychological benefits and 2 social benefits of taking part in community dance and/or dance based fitness activities	Physical benefits: 	
	Psychological benefits: 	
	Social benefits: 	
Describe at least 3 barriers that might inhibit participation in community dance and/or dance based fitness and suggest ways that each could be minimised/overcome	Barrier: 	How it might be overcome:
	Barrier: 	How it might be overcome:
	Barrier: 	How it might be overcome:

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision
Tutor/Assessor assessment decision (pass/defer) and comments	Task 5.1			
Tutor/Assessor signature			Date	

Task 5.2

Leadership Log – Complete a minimum of 10 hours demonstration of leadership in dance activity sessions. Copy this page if you need more space.

Want to log your leadership hours via your phone or tablet device? Download the Sports Leaders UK App.

Learner Name	[[]]			Centre	[[]]		Course Number	[[]]
Date	Location	Description of leadership experience	Length of session(s)	No. of participants	Witness – only required if Tutor/Assessor is not able to witness the demonstration of leadership			
					Witness name and job title	Witness signature	Contact number	
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	
[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	
Tutor/Assessor signature To confirm the 10 hours demonstration has been completed by the learner					[[]]	Date	[[]]	

Learner Authenticity Statement

To be completed by the learner at the end of the course and then to be signed by the Tutor/Assessor.

I confirm that the work contained within this Learner Evidence Record and all evidence associated with the achievement of this qualification is my own work.

I confirm that the Tutor/Assessor has observed me achieve the Performance Criteria that require demonstration.

I confirm that I have completed the 10 hours demonstration of leadership that is required to complete this qualification.

Learner signature	[[Date	[[
Tutor/Assessor signature	[[Date	[[

Sample LER - Do not use