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INTRODUCTION

A warm welcome to the candidate handbook for NPAA Associate Teaching Diploma Programme. We hope that you will find all the information and help you need in this document to achieve your goal of becoming a Teaching Associate of NPAA. If not, please don't hesitate to get in touch; we are here to support you every step of the way.

What follows includes information about the registration, qualification and examination process; guidance on completing and submitting your work; what to expect in the examination and the criteria for assessment.

AIMS & OBJECTIVES

This syllabus aims to develop the skills, knowledge and understanding required for you to teach your chosen genre. Its' focus is on the teaching of children and adults in the context of the relevant syllabus and examination system of NPAA Ltd.

On successful completion of the Teaching Associate you will be able to:

- Demonstrate skills, knowledge and understanding of your chosen genre.
- Demonstrate safe teaching practice
- Have sound knowledge and understanding of safe and legal dance/performing arts practice
- Have sound knowledge of social, emotional and cognitive development of learners.

HOW TO APPLY/REGISTER

- Download a Level 4 Teaching Associate application form from the NPAA website.
- Complete and return to Head Office via email info@npaa.co.uk or post to Tanglewood House, Haverbreaks Rd Lancaster LA1 5BJ
- We will be in touch within 3 working days of your application via either the email or phone contact details to confirm receipt.

ADDITIONAL QUALIFICATIONS

You may wish to gain a Level 4 Teaching Associate in more than one genre. If this is the case you need only take **SUBJECT SPECIFIC** modules. Any generic modules taken in an initial Level 4 Teaching Associate **WILL NOT** need to be repeated.

REQUIREMENTS FOR APPLICATION

Applicants should:

- You should be 18 years of age or above at the time of application.

We recommend that you:

- Have technical and performance skills up to Grade 6 or Intermediate Level in their chosen genre from NPAA or any other awarding organisation.
- Have some experience of assisting/shadowing a qualified teacher in their chosen genre.

RECOGNITION OF PRIOR LEARNING

You may have skills, qualifications and experience that could count towards our Level 4 Teaching Associate. By informing us of these may mean that you are not required to complete some parts of the qualification.

If you think that you can provide sufficient evidence to prove you can meet the standards required please document this on your application form.

Please note that you cannot apply for RPL on subject specific modules.

WHAT ARE EXAMPLES OF RECOGNISED PRIOR LEARNING?

- Qualifications from another dance, drama or musical theatre organisation
- Qualifications from a vocational college, continuing education establishment or University.
- Courses attended that focus on safe teaching practice, risk assessment, health and safety, anatomy and physiology etc.
- Experience as a dance/drama/musical theatre teacher.

You will be expected to provide evidence to Head Office of the prior learning or experience you are claiming. This could include:

- Qualification certificates
- Course certificates
- Experiential evidence (personal statement; log book etc)
- Teaching practice evidence (lesson plans; classes taught; submission of filmed work etc.)

Head Office will consider all applications for RPL and inform you within 5 working days whether the evidence you supply may be counted towards the learning outcomes and assessment criteria outlined in this document.

MENTORING/TRAINING

You can opt to use an employer, another colleague or a member of the NPAA team to guide you through your learning.

Mentoring/training services provided by NPAA are charged at £35 per hour and sessions are arranged on a mutually convenient basis, with a subject specialist member of the team, via an online forum (Zoom/Teams etc)

If you choose NPAA your mentor and trainer are there to support you throughout the process. They are there, not only to help you to learn the syllabus and its' technical requirements, but to give you advice, where necessary, on teaching and safe dance practice. They are also there to listen! At NPAA we believe in supporting and nurturing our teachers and future teachers wherever and whenever possible; please use your assigned mentor as a source of advice and support.

Please contact NPAA Head Office info@npaa.co.uk if you are interested in this option.

PROFESSIONAL CODE OF CONDUCT

All NPAA members are expected to adhere to the Council for Dance Drama and Musical Theatre Trainings' (CDMT) Code of Conduct which can be found in the Members Area on the website. If you are not currently a member of NPAA please request a copy from Head Office info@npaa.co.uk

STRUCTURE

MODULE	THEME/TOPIC
MODULE 1	Safe Teaching Practice
MODULE 2	Social, Emotional and Cognitive Development
MODULE 3	Observing, Teaching, Assisting
MODULE 4	Syllabus
MODULE 5	Logbook
MODULE 6	Practical Teaching Examination
MODULE 7	Theory Examination

ASSESSMENT

MODULE	ASSESSMENT
MODULE 1	Written evidence in Logbook (M5) and Theory Examination (M7)
MODULE 2	Written evidence in Logbook (M5) and Theory Examination (M7)
MODULE 3	Written evidence in Logbook (M5)
MODULE 4	Written evidence in Logbook (M5) and Theory Examination (M7)
MODULE 5	Submission of completed Logbook to allocated NPAA Examiner in advance of M6 & M7
MODULE 6	Live practical teaching session in the presence of allocated NPAA Examiner.
MODULE 7	Live question and answer session with NPAA Examiner.

NOTES:

Module 1 and 2 are generic. This means that once you have completed and passed them you will not need to redo them for subsequent Level 4 Associate Teaching qualifications in other genres/subjects. Recognised Prior Learning may also be applied in certain circumstances.

Units 3,4,5, 6 and 7 are specific to genre/subject. No Recognised Prior Learning is applicable.

FEES

MODULE			FEE PAYABLE TO NPAA	
	INITIAL/FIRST APPLICATION		SUBSEQUENT APPLICATIONS FOR NPAA LEVEL 4 QUALIFIED MEMBERS	
MODULE 1	No fee			
MODULE 2	No fee			
MODULE 3	No fee		No fee	
MODULE 4	No fee		No fee	
MODULE 5	£100		£40	
MODULE 6	£75		£75	
MODULE 7	£75		£75	
TOTAL FEE	£250 (inclusive of membership fee from date of award to 31 March of the following year.)		£190 (not including membership fee)	

WHEN SHOULD I PAY THE FEES?

Fees are due, in full, on submission of Module 5 Logbook. Once received Head Office will be in contact to arrange a mutually convenient date for yourself and an NPAA Examiner to complete Modules 6 and 7.

RESULTS AND AWARD

You will be notified of your result, by email within 10 working days of completion.

On successful completion you will be awarded a Teaching Associate with NPAA in your chosen genre. You will receive a detailed written report from the Examiner with final result of Not Yet Achieved, Pass, Merit or Distinction.

Successful candidates will receive a certificate for display/advertisement of their qualification and achievement.

Reports and certificates will be posted to your nominated address.

MODULE 1

SAFE TEACHING PRACTICE

This module is designed to provide the essential information a dance, acting or musical theatre teacher needs to know in order to practice in a legal and safe working environment. It is expected that you will document, **in your own words where applicable, ALL** of the topics listed below in your Logbook (M5).

SUITABLE WORKING SPACE AND ENVIRONMENT:

- Size of space
- Dimensions and ratio of learner numbers
- Ease of use for all learners; accessibility; stairs etc.
- Structure and condition of floor
- Changing and toilet areas
- Working temperature and ventilation
- Lighting and noise levels
- Fire doors and exits

TEACHING EFFECTIVELY & SAFELY:

- Visible hazards that could potentially cause accident – bottles, bags, coats, shoes
- Ensure the floor is clean if another preceding activity has affected the condition of the floor
- Check all equipment is safe and appropriate for use and in good condition – barres, mirrors, props, sound system
- Ensure additional equipment – mats, props, chairs, barres etc. are stored in a safe and secure way when not in use
- Security – who can access the space whilst in use

MODIFY/ADAPT TEACHING PLANS AND CONTENT IN RESPONSE TO 'ENVIRONMENTAL' FACTORS.

- How to minimise high impact activities if working on a hard floor
- Work with appropriate numbers and group sizes
- Add/remove clothing layers
- Build in more water breaks

KNOWLEDGE OF POTENTIAL EMERGENCY SCENARIOS, REQUIREMENTS AND RESPONSIBILITIES

- Fire
- Flood
- Power cut
- External emergency that requires evacuation/lockdown
- Locate nearest exits and understand how to guide
- Registers/head counts
- Designated meeting points
- Emergency contact numbers for learners
- Knowledge of venue Health and Safety procedures
- Injury management
- How to document accident / injury for legal and reflective practice

BASIC REQUIREMENTS FOR PERFORMER HEALTH AND PARTICIPATION

Understanding the reason for appropriate practice / footwear:

- Alignment of the foot and ankle
- Ease/interference with movement

Formal and informal methods of collecting learner health information:

- Registration forms
- Health questionnaires
- Pre session verbal checks
- Ongoing health and fitness status of individual learners
- Use of medical aids – asthma pumps, insulin, epi pens etc

Understanding of main stages of physiological preparation for and recovery from physical / vocal activity

- Why warm up; what is included. Be specific to your genre.
- Why cool down; what is included. Be specific to your genre.

Understanding of basic effects of good nutrition and hydration for students:

- When and what to eat before during and after class
- Importance of regular snacks to sustain energy
- Importance of seeing food as fuel - healthy balance of carbs, fats and proteins
- Recognising the signs of eating disorders.

CODES OF PRACTICE & LEGAL REQUIREMENTS

- Knowledge of the CDMT Code of Practice
- Equal opportunities Equality Act 2020
- Discrimination
- Health and Safety at Work Act 1974
- Accident documentation and reporting
- Data collection GDPR; photography; filming
- Public Liability
- Professional Indemnity
- DBS
- Child protection/ safeguarding training
- Duty of care – student to teacher ratio
- Reporting potential abuse – physical, emotional, neglect, sexual
- PPL/PRS
- Social Media Policy

DEMONSTRATE UNDERSTANDING OF ANATOMY

- Joint and muscle function – types of joint, movement potential, descriptions
- Muscle working relationships – agonist antagonist fixators, synergists
- Types of muscle contraction concentric, isometric, eccentric
- Posture and alignment – faults and corrections
- For Acting and Musical Theatre – anatomical voice production

It is expected that you should spend a maximum of 20 hours on this module.

You may include any documents that you/your school use i.e enrolment/screening forms; risk assessment examples; policies etc. as well as legal documents such as insurance and DBS.

Once completed it is expected that you will be able to:

- Understand how to teach effectively and safely
- Understand how to modify/adapt teaching plans/content in response to environmental factors
- Have sound knowledge of potential emergency scenarios, requirements and responsibilities
- Understand basic requirements for performer health and participation in chosen genre activity
- Have sound knowledge of codes of practice and legal requirements
- Have knowledge of anatomy and physiology with regard to the chosen genre

ASSESSMENT is via Logbook (M5) evidence

MODULE 2

SOCIAL EMOTIONAL AND COGNITIVE DEVELOPMENT

This module is designed to provide the essential knowledge you require in order to understand the needs of learners across social, emotional and cognitive development stages. It is expected that you will document, **in your own words where applicable**, ALL of the topics listed below in your Logbook (M5).

IDENTIFY PATTERNS OF GROWTH / MOTOR DEVELOPMENT

- Identify key stages in growth and motor development from age 2 – 11 years
- Identify key stages in growth and motor development for adolescents
- Identify key physical/vocal changes of adolescent growth and the teaching challenges that may arise as a consequence.
- Identify key stages in growth and cognitive development from adolescence to adulthood.
- Understand proprioceptive skills from 2 years to adulthood in relation to motor development with regard to teaching dance

SOCIAL, EMOTIONAL AND COGNITIVE DEVELOPMENT

- Identify key stages of social/emotional/cognitive development and their characteristics age 2 – 12
- Identify key stages of social/emotional/cognitive development and their characteristics for adolescents
- Identify key stages of social/emotional/cognitive development and their characteristics for adults

UNDERSTANDING LEARNERS WITH DIFFERENT NEEDS

- Identify the different needs that can be found amongst learners:
Physical ability/disability including hypermobility
Learning ability/ disability – dyslexia, dyspraxia ADHD, Downs
Age
Gender
Culture
- Identify potential strategies for managing the needs of these learners

UNDERSTAND THE CONTRIBUTION YOUR GENRE AND YOU CAN MAKE TO MENTAL HEALTH AND WELLBEING OF LEARNERS

- Identify the health and social benefits that you think may be gained by participating in dance, drama or musical theatre
- How do you think your genre can contribute to good mental health and well-being for all, including yourself
- Highlight the elements you think need to be present to create a positive learning environment for all

It is expected that you should spend a maximum of 20 hours on this module.

Once completed it is expected that you will be able to:

- Understand patterns of growth and motor development
- Understand patterns of social, emotional and cognitive development
- Understand learners with differing needs
- Understand the contribution your genre and you can make to the mental health and well-being of learners and yourself

ASSESSMENT is via Logbook (M5) evidence

MODULE 3

OBSERVING, ASSISTING, TEACHING

This unit is designed to you with the essential skills and confidence to begin your teaching career in the performing arts sector. Through the process of lesson observation, assisting and independent teaching, you will develop a range of teaching and learning techniques and strategies.

SECTION 1 OBSERVATION

Observe 3 lessons of a minimum of 45 minutes per lesson for the same group of students.

Choose from 1 of the following groups in your chosen genre:

CHOSEN GENRE	
ACTING BALLET JAZZ MUSICAL THEATRE TAP	ACRO BALLROOM CHEER DANCE CLASSICAL SEQUENCE CONTEMPORARY FREESTYLE LATIN STREET
CHOOSE A GROUP	
<ul style="list-style-type: none">• First Steps/Sounds/Words• Foundation Level 1 and 2• Grade 1• Grade 2• Grade 3• Grade 4• Grade 5	<ul style="list-style-type: none">• Starter Stars• Bronze, Silver, Gold• Bronze Bar, Silver Bar, Gold Bar• Star 1, 2, 3

During these sessions you will be expected to recognize and evaluate the following:

- The content of each session and how they related to the needs of students
- The aims and objectives of each session
- If the content sufficient enough to achieve the aims and objectives
- If the content appropriate to the level and experience of the students
- How did the teacher communicate effectively? What did they use?
Demonstration, explanation, visual aids, imagery etc.
- What motivational techniques were used? i.e. challenge, enthusiasm, expectations, goal setting.

- What type of teaching methods were used? Instruction, recapping, student demonstration, problem solving, etc
- What methods of assessment were used? Observation, questioning, small group/partnered activities, peer assessment?
- How was safe practice applied? (warm up/cool down/safe technique/environmental factors etc)

EACH SESSION SHOULD BE DOCUMENTED AND INCLUDED FOR ASSESSMENT IN YOUR LOGBOOK (M5)

SECTION 2 - ASSISTING UNDER QUALIFIED TEACHER SUPERVISION

Assist in 3 sessions of a minimum of 45 minutes per session for **the same group** of students.

Choose a group that is **different** from the group you chose in Section 1 Observation.

You will:

- Demonstrate exercises / actions / movements to the class
- Assist individuals where appropriate
- Teach the whole class for 15 minutes of each session under qualified teacher supervision
- Give feedback to and assess progress of students

EACH SESSION SHOULD BE DOCUMENTED AND INCLUDED FOR ASSESSMENT IN YOUR LOGBOOK (M5)

SECTION 3 - TEACHING PRACTICE

Teach 6 sessions of a minimum of 45 minutes per session to **the same group** of students. Choose a group that **is different** from your choice in Section 1 Observation **AND** Section 2 Assisting.

Lessons should:

- Include a range of age - appropriate teaching methods to suit a variety of learners. Differentiation techniques should be used where necessary.
- Be based upon NPAA syllabus, either set or unset work.
- Provide opportunities for clear, realistic and specific feedback which informs students and motivates them to improve.
- Include opportunities to assess student progress and knowledge.

EACH SESSION SHOULD BE DOCUMENTED AND INCLUDED FOR ASSESSMENT IN YOUR LOGBOOK (M5)

It is expected that you should spend a maximum of 15 hours on this module.

Once completed it is expected that you will be able to:

- Identify the structure of a lesson and how it should relate to the needs of the learners
- Demonstrate understanding of aims and objectives in teaching
- Identify and demonstrate teaching strategies and methods
- Identify and demonstrate teaching skills (motivation; challenge; pace; questioning etc)
- Identify effective communication skills
- Appreciate the need for differentiation and inclusivity in teaching

ASSESSMENT is via Logbook (M5) evidence and Discussion (M7)

MODULE 4

SUBJECT KNOWLEDGE

Module 4 may be taken multiple times for those who wish to qualify as an Associate Teacher in more than one genre. This module focusses upon sound knowledge and understanding of your chosen genre and its associated syllabus/awards.

CHOSEN GENRE	
ACTING BALLET JAZZ MUSICAL THEATRE TAP	ACRO BALLROOM CHEER DANCE CLASSICAL SEQUENCE CONTEMPORARY FREESTYLE LATIN STREET
AREAS OF STUDY	
<ul style="list-style-type: none"> • First Steps/Sounds/Words • Foundation Level 1 and 2 • Grade 1 • Grade 2 • Grade 3 • Grade 4 • Grade 5 	<ul style="list-style-type: none"> • Starter Stars • Bronze, Silver, Gold • Bronze Bar, Silver Bar, Gold Bar • Star 1, 2, 3
WHATS ASSESSED	
<p>Sound knowledge of the history of the genre noting influential performers, choreographers, shows, films, events etc</p> <p>Ability to discuss the progression and developmental technique from First Steps/Sounds/Words up to and including Grade 5</p> <p>Ability to analyse vocabulary within the chosen genre showing a clear understanding of the theory and practical application of technique</p> <p>Ability to give clear explanations of common faults and their corrections</p>	<p>Sound knowledge of the history of the genre noting influential performers, choreographers, shows, films, events etc.</p> <p>Ability to discuss the progression and developmental technique from Starter Stars up to and including Star 3 Award.</p> <p>Ability to analyse vocabulary within the chosen genre showing a clear understanding of the theory and practical application of technique</p>

<p>Discuss the choreographic/staging skills required for a range of ages and abilities</p> <p>Give examples of choreography/pieces/monologues/duologues for all ages and levels including adults for shows, festivals, competitions etc.</p> <p>Ability to communicate a range of strategies to effectively teach a variety of learners including those with additional needs</p> <p>Have sound knowledge of the performers' body/voice and its limitations; being able to discuss use of joints, muscles, vocal production/breathing techniques etc. in relation to the genre</p>	<p>Ability to give clear explanations of common faults and their corrections</p> <p>Discuss the choreographic skills required for a range of ages and abilities.</p> <p>Give examples of choreography/pieces for solo, duo/partners and groups (where applicable) of all ages and levels including adults</p> <p>Ability to communicate a range of strategies to effectively teach a variety of learners including those with additional needs</p> <p>Have sound knowledge of the performers' body/voice and its limitations; being able to discuss use of joints, muscles etc. in relation to the genre</p>
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ASSESSMENT is via Practical Teaching (M6) and Discussion (M7)

MODULE 5

LOGBOOK

Please note that you cannot be assessed for Module 6 Practical Teaching and Module 7 Discussion until your Logbook and been submitted and assessed.

HOW TO STRUCTURE YOUR LOGBOOK

- A front cover including your name, school (if appropriate) and the title of your qualification ie Associate Teaching Diploma in Contemporary and the date of submission
- Contents page
- Module 1 evidence
- Module 2 evidence
- Module 3 reports evaluations lesson plans
- History, key moments and influential people
- Evidence of choreography/work suitable for a range of learners.
- The lesson plan for the session you plan to deliver in Module 6 Practical Teaching
- Any other information you regard relevant

A word on PLAGIARISM:

Although it may very extremely tempting to cut and paste from Google you are at risk of committing an act of fraud through plagiarism.

Plagiarism can be defined as stealing/passing off the ideas or words of another as your own; using someone else's work without crediting the source; presenting work as a new or original idea when derived from another source.

A simple way to avoid plagiarism is to quote the source you have used so that you are giving credit to the person/people who created the original work.

If you require further guidance on how to do this please contact Head Office info@npaa.co.uk

Alternatively you can visit www.plagiarism.org for useful information and guidance.

ASSESSMENT is via email submission to Head Office info@npaa.co.uk

MODULE 6

PRACTICAL TEACHING

The learner is expected to teach 1 session to a group of learners (minimum of 5) for a minimum of 45 minutes, maximum 1 hour, in the presence of an NPAA Examiner.

Choose from 1 of the following groups in your chosen genre.

ACTING BALLET JAZZ MUSICAL THEATRE TAP	ACRO BALLROOM CHEERDANCE CLASSICAL SEQUENCE CONTEMPORARY FREESTYLE LATIN LYRICAL STREET
<ul style="list-style-type: none">• First Steps/Sounds/Words• Foundation Level 1 and 2• Grade 1• Grade 2• Grade 3• Grade 4• Grade 5	<ul style="list-style-type: none">• Starter Stars• Bronze, Silver, Gold• Bronze Bar, Silver Bar, Gold Bar• Star 1, 2, 3

The lesson should:

- Include a range of teaching methods to suit the learners. Differentiation strategies should be used where necessary.
- Be based upon the chosen NPAA syllabus/examination system.
- Provide opportunities for clear, realistic and specific feedback which informs students and motivates them to improve.
- Include opportunities to assess student progress and knowledge.

ASSESSMENT is via Discussion (M7)

MODULE 7

DISCUSSION

This module is to be taken immediately after the Practical Teaching (M6) module.

In the form of a discussion of 1.5 hours the focus will be upon:

- the lesson you delivered for Module 6. You will be expected to self – evaluate discussing what went well, what modifications if any you implemented, what didn't go to plan etc
- the progression and developmental technique of your subject either from First Steps/Sounds/Words up to and including Grade 5 or Starter Star 1 to Star 3
- analysis of vocabulary within the chosen genre showing a clear understanding of the theory and practical application of technique
- clear explanations of common faults and their corrections
- choreographic skills required for a range of ages and abilities
- examples of choreography/pieces/monologues/duologues for all ages and levels including adults for shows, festivals, competitions etc.
- ability to communicate a range of strategies to effectively teach a variety of learners including those with additional needs
- sound knowledge of the performers' body/voice and its limitations; being able to discuss use of joints, muscles etc. in relation to the genre