

**Graded Qualifications Alliance (GQAL)**

**Specification**

**for**

**Certificate in Dance Teaching, L4 RQF**

**and**

**Diploma in Dance Teaching Leadership & Management, L5 RQF**

**Regulated Qualification Framework**

**Graded Qualifications Alliance**

**Garden Street**

**Leicester**

**LE1 3UA**

**Specification September 2020**

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## **1. Rationale**

This specification meets the requirements of the government regulators for England (Ofqual - the Regulated Qualification Framework RQF), Wales (Qualification Wales) and Northern Ireland (Council for the Curriculum, Examinations and Assessment). It has been developed to meet the need for awards that recognise the acquisition of knowledge, skills and understanding through experience and study of the teaching of dance in a diverse range of settings including the independent and state sector, part time and full time teaching and learning. It does not give candidates qualified teacher status (QTS) for general teaching in the state sector.

This diverse range of settings requires a structure and mode of delivery which is pedagogical and flexible as well as occupationally and vocationally specific for the teaching of dance genres. This is reflected in (i) the design of the specification together with (ii) its associated learning materials and (iii) assessment methodology. This is based on performance assessment and action research rather than on vocationally or occupationally specific competencies.

The specification and programme of study guides indicate expectations of what the learner is expected to know, understand and do. The way the learner does this, the content, types of practice, processes and products generate outcomes that are relevant to the learner and the context(s) to which they belong. It is the quality of performance that is assessed and not a list of observed actions.

The result is a distinctive set of awards which emphasise the importance of reflective practice, performance and the acquisition of transferable knowledge and abilities because it:

- takes into account the context and culture of the setting for teaching and learning;
- promotes reflective practice and the integration of personal and practical skills;
- provides the basis for relevant assessments of individual performance;
- is designed to encourage the development of communities of professional practice;
- promotes continuous professional development;
- provides an approach to the dissemination of best practice.

## **2. Specification Description**

The specification provides a coherent programme of study at RQF Levels 4 and 5 and opportunities for further progression and continuing professional development. Delivery is through a programme supported by mentors, a taught induction and distance teaching and learning. The learning modules have been developed to meet the needs of learners in various settings, they have built in learning progression and assessments.

The final awards are made on the basis of an assessment of performance conducted by two assessors which incorporates a learning journal, written modules, an observed lesson and an interview. The final award at Assessment Review is a holistic assessment of the knowledge, skills and understanding demonstrated by the candidate. Awards made are Pass, Pass with Merit, or Pass with Distinction.

This specification offers learners the scope to study progressively, including action research within their own teaching context. This encourages a comprehensive understanding of the nature and delivery of teaching and learning in settings and contexts that are appropriate for them. Specification aims and objectives clearly emphasise the requirement for personal involvement, engagement in reflective practice, the development of teaching practices and the capacity to transfer these to other

settings. There is an explicit requirement for the demonstration of 'performance' and an expectation that learners will be able to demonstrate the necessary knowledge, skills and understanding for effective practice. The structure and method of assessment require learners to demonstrate:

- levels of performance compared to set minimum expectations;
- engagement in creative, critical and reflective practice;
- an ability to identify, describe and discuss key issues, practices and understandings relevant to the context and setting in which they operate.

### 3. Specification Aims

The course of study is intended to place a clear emphasis on the progressive demonstration of the qualities and attributes necessary for teaching and where appropriate the leadership and management of dance. Courses of study and learning opportunities based on this specification should provide appropriate coverage of the following specification aims:

- promotion of critical, creative and reflective practice to teaching and learning;
- integration of personal and practical skills;
- development of communities of interest and practice;
- formation of networks that support continuing professional development;
- promotion of continuous professional development;
- promotion of safe working and well being practices for teacher and learner;
- understanding the duties and responsibilities required when teaching dance.

The specification provides opportunities for individuals to develop:

- creative expression;
- critical thinking and analytical skills;
- organisation and problem solving;
- their knowledge, skills and understanding.

### 4. Specification Objectives

The course of study based on this specification provides opportunities for:

- active and purposeful engagement in the pedagogy of dance;
- demonstrating through performance the knowledge, skills and understanding described as the minimum expectations for performance at the level for which an award is being sought;
- performance work based on sound principles that pay due regard to the health, and safety, well being and safeguarding of those involved;
- systematic preparation of a journal of reflective practice in a form appropriate to the needs of the learner and which demonstrates a capacity for 'reflection'.

### 5. Progression

Progression is achieved through the graded examination structure. This specification follows on from the Assistant Teacher specification at RQF level 3, though is not a pre-requisite for the Level 4 or 5 qualification. This specification provides for two qualifications, a **Certificate in Dance Teaching at Level 4 (RQF)** and a **Diploma in Dance Teaching Leadership and Management at Level 5 (RQF)**.

The opportunities for progression underline the contribution this GQAL qualification makes to the national provision of training and qualifications for people involved in

teaching dance. Individual learners are able to select pathways that provide for continuing personal and professional development as well as opportunities to work towards further and higher qualifications, and to professional and occupational employment.

These awards are aimed at people engaged in teaching dance in any discipline, form or tradition. Entry to the awards is open to any prospective learner who is able to meet the prior conditions for entry. Learners are expected to start at the level appropriate to their experience and prior learning. Exemptions from some of the award requirements may be granted where appropriate prior learning or experiences can be clearly demonstrated through our recognition of prior learning policy (RPL). Special provision may be made for learners with particular educational needs.

## 6. Specification Overview

The specification is arranged as a series of compulsory (Mandatory) and optional (Selectives) modules. When completed the number of modules form a coherent set. The outcomes based nature of these awards means that the final assessment takes place on a single occasion (assessment review). This process ensures that the final reviewed assessment reflects the candidates demonstrable performance of their knowledge, skills and understanding compared to the levels of achievement set out in the Level Descriptions. All the awards require learners to demonstrate achievement through performance in their (i) modules, (ii) learning journal, (iii) observed lesson observations, (iv) interview.

## 7. Learning Content

Learners are expected to have engaged with the knowledge, understanding and practical action research set out in the study guide learning objectives for each module.

<b>Mandatory MA Module: Reflective Practice</b>			
<b>Mandatory MB Module</b> Understanding needs of learners	<b>Selective S1 Module</b> Engaging with learners	<b>Selective S4 Module</b> Teaching learners with additional needs	<b>Selective S7 Module</b> Developing approaches to teaching
<b>Mandatory MC Module</b> Working with individuals and groups	<b>Selective S2 Module</b> Managing relationships in the learning environment	<b>Selective S5 Module</b> Assessment for learning	<b>Selective S8 Module</b> Managing and using IT in a dance school
<b>Mandatory MD Module</b> Management and organisation of learning	<b>Selective S3 Module</b> Planning for learning	<b>Selective S6 Module</b> Making good progress	<b>Selective S9 Module</b> Evaluating teaching and learning
<b>Mandatory ME Duties and Responsibilities Module</b>			

## 8. Total Qualification Time

Each module for General Graded Examinations follows a similar pattern and will require about 25 Guided Learning Hours of study. Learners are required to complete the requisite number of modules for the level. The Study Guide and the Level Descriptions form the basis for assessment and are intended to ensure that both teachers and learners have a clear understanding of what must be taught and what will be assessed.

Qualification	Total Qualification Time	Guided Learning Hours				Credit Value
			Practical Teaching	Reflective Journal	Examination Session	
<b>Certificate in Dance Teaching (7 modules)</b> MA. Any <b>two</b> from MB, MC, MD. ME. Any <b>three</b> Selective Modules.	<b>345</b>	<b>180</b> 175 25 per module + 5 Induction	<b>100</b>	<b>63</b> <i>9 per module</i>	<b>2</b>	<b>34</b>
<b>Diploma in Dance Teaching &amp; Management (11 modules)</b> MA. All of MB, MC, MD ME. Any <b>six</b> Selective Modules	<b>531</b>	<b>280</b> 275 25 per module + 5 Induction	<b>150</b>	<b>99</b> <i>9 per module</i>	<b>2</b>	<b>52</b>

## 9. Availability of Examinations and Entry Details

GQAL entry requirements are intended to ensure that there are no barriers to restrict access or progression and that equal opportunities exist for all learners. Pre-entry requirements for this award are set out below:

- Candidates must be over 18 years of age at enrolment
- To enter for the Level 4 Dance Teaching qualification the candidate must have: Grade 7 or Intermediate qualification or equivalent, in any dance genre/form. Recognition of Prior Learning may be applied for.
- To enter for the Level 5 Dance Teaching Leadership and Management qualification the candidate must have:
  1. Grade 7 or Intermediate Qualification or equivalent, in any dance genre/form.
  2. Level 4 Dance Teaching qualification or meet Recognition of Prior Learning requirements for direct entry to the Level 5 Award.

Centres and mentors are required to provide applicants with information, support, guidance and advice on the programme of study guide, the level of demand, associated requirements and the expectations of performance at the level sought.

As all assessments at this level are conducted at GQAL Head Office, please contact GQAL Head Office for assessment dates. A minimum notice period of 6 weeks is required for entry.

The examination will be conducted by either a Visiting Examiner, or a Remote Examiner. The option of a remote examination is at the discretion of GQAL, Centres/Teachers wishing to have the examination conducted remotely should make a request to GQAL. GQAL reserves the right to insist on remote examining in certain circumstances.

#### **10. Duration of the Final Examination**

Final examinations are performance based and are structured so that the duration of each examination provides opportunities for candidates to demonstrate achievement both through an observed performance and in discussion with the assessor and through the learning journal. The notional assessment duration for each candidate is approximately 90 minutes.

#### **11. ASSESSMENT**

Candidates will be assessed on three Assessment Components:

1. Observed Teaching (OT)
2. Interview and Journal (IJ)
3. Written Modules (WM)

Assessment Component 1 (Observed Teaching) and Component 2 (Interview and Journal) have the following five shared Assessment Objectives:

1. Communication Skills
2. Learning Environment
3. Teaching Methods
4. Classroom Application
5. Professional Practice (only assessed in Assessment Component 2)

Each Assessment Objective is broken down into two Assessment Criteria:

##### Communication Skills

- ~ high expectations
- ~ providing feedback

##### Learning Environment

- ~ organisation for learning
- ~ managing behaviour

##### Teaching Methods

- ~ lesson planning
- ~ teaching strategies

##### Classroom Application

- ~ knowledge and understanding
- ~ teaching skills

##### Professional Practice (only assessed in Assessment Component 2)

- ~ relationships
- ~ duties and responsibilities

Assessment Component 3 (Written Modules) has the following Assessment Objective:

#### 6. Research and Reflection.

This Assessment Objective is broken down into ten Assessment Criteria based upon 'Responses' that demonstrate the ability of the candidate to 'discuss' in depth, research and reflect upon the interrelationship between pedagogy and the teaching and learning of dance.

The Assessment Criteria are given below:

## **ASSESSMENT COMPONENT 1: OBSERVED TEACHING (OT)**

Through which:

- The **Teacher's** lesson **demonstrates** the appropriate **skills** (Level 4):
- The **Lead Teacher's** lesson shows an **ability to lead, manage and coordinate** the appropriate skills of learners (Level 5):

Candidates completing Assessment Components 1 and 2 will be assessed under the following shared common Assessment Categories.

### **AO1 Communication skills**

*Set high expectations for learners and provide feedback.*

#### **AO 1a High expectations.**

The teacher has high expectations of all learners' attitudes to learning and communicates that they should achieve well. They motivate learners to try hard, recognise their efforts and ensure that learners take pride in all aspects of their work. They use questioning and listening skills effectively and demonstrate understanding of the ways learners think about subject content.

#### **AO 1b Providing feedback.**

The teacher uses subject specific language to provide learners with feedback about what they can do to improve their knowledge, understanding and skills. Learners know how to improve their learning. Learners use this feedback and know what to do next.

### **AO2 Learning Environment**

*Structure lessons and the use of resources and manage the behavior of learners.*

#### **AO 2a Organisation for learning.**

The lesson organisation encourages a positive attitude to learning. The lesson structure and resources used encourage learners to seek out and use new learning and to develop, consolidate and deepen their learning. Learners have the opportunity to make good progress.

#### **AO 2b Managing behaviour.**

The teacher sets a good example to manage the learners' behaviour for learning (B4L) effectively with clear rules that are enforced. Inappropriate language and actions are challenged where appropriate.

### **AO3 Teaching Methods**

*Effectively plan lessons, set clear learning aims and objectives and use appropriate teaching strategies.*

#### **AO 3a Lesson planning.**

The teacher's lesson is planned effectively, making good use of lesson time by structured sequences of learning, and using appropriately selected lesson resources well. The lesson reflects the aims set out and takes into account differing abilities and learning styles of the learners who make good progress in learning new knowledge, skills and understanding.

#### **AO 3b Teaching strategies.**

The teacher provides adequate time for practice to enable the learners' to embed knowledge, understanding and skills. They introduce subject content progressively and demand more of learners. The teacher uses assessment for learning (A4L) to identify and support any learner who is falling behind, and enable almost all to catch up.

### **AO4 Classroom Application**

*Communicate sound dance genre knowledge through a range of dance teaching strategies.*

#### **OT 4a Knowledge and understanding.**

The teacher demonstrates knowledge and understanding of the subject they teach, and of contemporary theories and methods of teaching and learning dance. They identify learners' common misconceptions and act to ensure they are corrected.

#### **OT 4b Teaching skills.**

The lesson has a clear shape to it whereby the teacher delivers a planned and structured set of sequences at a pace which challenges all learners. The plan is adapted by responding to the teachers ongoing informal assessment of the progress of different learners supported by a range of interventions and teaching styles. Good use is made of resources.

## **ASSESSMENT COMPONENT 2: INTERVIEW AND JOURNAL (IJ)**

### **Through which:**

- The interview with the **Teacher**, and scrutiny of the journal **demonstrates** appropriate **knowledge and understanding**.
- The interview with the **Lead Teacher**, and scrutiny of the journal shows an **ability to lead, manage and coordinate** the appropriate knowledge and understanding of learners.

Candidates completing Assessment Components 1 and 2 will be assessed under the following shared common Assessment Categories.

### **AO1 Communication skills**

*Set high expectations for learners and provide feedback.*

#### **AO 1a High expectations.**

The teacher has high expectations of all learners' attitudes to learning and communicates that they should achieve well. They motivate learners to try hard, recognise their efforts and ensure that learners take pride in all aspects of their work. They use questioning and listening skills effectively and demonstrate understanding of the ways learners think about subject content.

#### **AO 1b Providing feedback.**

The teacher uses subject specific language to provide learners with feedback about what they can do to improve their knowledge, understanding and skills. Learners know how to improve their learning. Learners use this feedback effectively and know what to do next.

### **AO2 Learning Environment**

*Structure lessons and the use of resources and manage the behavior of learners.*

#### **AO 2a Organisation for learning.**

The lesson organisation encourages a positive attitude to learning. The lesson structure and resources used encourage learners to seek out and use new learning and to develop, consolidate and deepen their learning. Learners have the opportunity to make good progress.

#### **AO 2b Managing behaviour.**

The teacher sets a good example to manage the learners' behaviour for learning (B4L) effectively with clear rules that are enforced. Inappropriate language and actions are challenged where appropriate.

### **AO3 Teaching Methods**

*Effectively plan lessons, set clear learning aims and objectives and use appropriate teaching strategies.*

#### **AO 3a Lesson planning.**

The teacher's lesson is planned effectively, making good use of lesson time by structured sequences of learning, and using appropriately selected lesson resources well. The lesson reflects the aims set out and takes into account differing abilities and learning styles of the learners who make good progress in learning new knowledge, skills and understanding.

#### **AO 3b Teaching strategies.**

The teacher provides adequate time for practice to enable the learners' to embed knowledge, understanding and skills. They introduce subject content progressively and demand more of learners. The teacher uses assessment for learning (A4L) to identify and support any learner who is falling behind, and enable almost all to catch up.

### **AO4 Classroom Application**

*Communicate sound dance genre knowledge through a range of dance teaching strategies.*

#### **OT 4a Knowledge and understanding.**

The teacher demonstrates knowledge and understanding of the subject they teach, and of contemporary theories and methods of teaching and learning dance. They identify learners' common misconceptions and act to ensure they are corrected.

#### **OT 4b Teaching skills.**

The lesson has a clear shape to it whereby the teacher delivers a planned and structured set of sequences at a pace which challenges all learners. The plan is adapted by responding to the teachers ongoing informal assessment of the progress of different learners supported by a range of interventions and teaching styles. Good use is made of resources.

### **AO5 Professional Practice**

*Manage and recognize the diversity of learners' experience and culture, and ensure that a teacher's duties and responsibilities, including safeguarding procedures, are carried out.*

**OT 5a Relationships.**

The teacher ensures positive relationships whereby learners respect each other and the teacher. Teaching strategies reflect the diversity of learners' experiences within and beyond their immediate community.

**OT 5b Duties and responsibilities.**

The teacher demonstrates sound knowledge of their duties and responsibilities towards learners and those of the dance school. The teacher has an understanding of safeguarding procedures.

**ASSESSMENT COMPONENT 3: WRITTEN MODULES (WM)**

Through which:

- **Teachers** modules demonstrate an **understanding** of the **area of study**.
- **Lead Teachers** modules show an **ability to lead, manage and coordinate** the **area of study**.

Candidates completing Assessment Component 3 will be assessed under the following Assessment Categories.

**AO6 Research and Reflection**

*Demonstrate the ability to 'discuss' in depth, research and reflect upon the interrelationship between pedagogy and the teaching and learning of dance.*

**AO 6.1** Responses show clear involvement to the requirements of the tasks and assignments.

**AO 6.2** Responses are related to academic research, practical experience, and own views.

**WM 6.3** Responses are reflective.

**WM 6.4** Responses are analytical and critical.

**WM 6.5** Responses are communicated with clarity and coherently.

**WM 6.6** Responses use appropriate 'technical' terminology.

**WM 6.7** Responses show appropriate and varied forms of communication.

**WM 6.8** Responses show knowledge and understanding of ideas and concepts related to dance.

**WM 6.9** Responses show knowledge and understanding of teaching methods.

**WM 6.10** Responses show use is made of references and sources of information are given.

### 11.1 Marking Scheme

ASSESSMENT CATEGORIES & CRITERIA		ASSESSMENT COMPONENT	
		OBSERVED TEACHING	INTERVIEW AND JOURNAL
<b>AO1</b>	<b>Communication Skills</b>		
AO1a	High expectations	5	5
AO1b	Providing feedback	5	5
<b>AO2</b>	<b>Learning Environment</b>		
AO2a	Organisation of learning	5	5
AO2b	Managing behaviour	5	5
<b>AO3</b>	<b>Teaching Methods</b>		
AO3a	Lesson Planning	5	5
AO3b	Teaching Strategies	5	5
<b>AO4</b>	<b>Classroom Application</b>		
AO4a	Knowledge and Understanding	5	5
AO4b	Teaching Skills	5	5
<b>AO5</b>	<b>Professional Practice</b>		
AO5a	Relationships		5
AO5b	Duties and Responsibilities		5
		<b>Total 40</b>	<b>Total 50</b>
<b>AO6</b>	<b>Research and Reflection</b>		<b>WRITTEN MODULES</b>
6.1	Involvement		5
6.2	Relation to sources		5
6.3	Reflection		5
6.4	Analysis and evaluation		5
6.5	Clarity of communication		5
6.6	Technical language		5
6.7	Range of communication forms		5
6.8	Knowledge and Understanding of dance concepts		5
6.9	Knowledge and Understanding of teaching methods		5
6.10	References and sources		5
			<b>Total 50</b>

MARKING GRID						
	0	1	2	3	4	5
<b>Mark Definition</b>	Required standard <b>not</b> demonstrated	Required standard demonstrated in a very <b>limited</b> way	Required standard demonstrated in a way that is sometimes <b>limited</b> and sometimes <b>partial</b>	Required standard demonstrated in a way that is sometimes <b>partial</b> and sometimes of the <b>required</b> standard	Required standard demonstrated	Required standard <b>exceeded</b>

Marks are awarded for the extent to which the performance of a candidate matches the criteria in relation to the appropriate Level Description.

A maximum of 5 marks may be awarded for each single criterion. The maximum possible score for each Assessment Component is: Observed Teaching 40 marks; Interview and Journal 50 marks; Written Module 50 marks.

Each Written Module is marked out of 50, the overall mark of 50 is arrived at following a professional review of all the module marks. The total will not necessarily be an average of each module as candidates marks for each module often progressively improve.

The final Total Mark out of 140 is converted to a percentage Final Score, this determines if the candidate is awarded a Fail, Pass, Pass with Merit or Pass with Distinction.

<b>WEIGHTING OF ASSESSMENT COMPONENTS</b>		
Observed Teaching	Interview & Journal	Written Modules
60%	10%	30%

Candidates are given a visual profile to show their performance in each Assessment Component as well as an overall percentage and level of award.

## 12. Awards of Pass, Pass with Merit, or Pass with Distinction

Depending on the level of performance demonstrated during the examination a candidate may be awarded either a Pass, or a Pass with Merit, or a Pass with Distinction. Each award broadly corresponds with the following descriptions of achievement and requires that the candidate obtains or exceeds the minimum number of marks set as the boundary for the award.

<b>Award</b>	<b>Description of Achievement</b>	<b>Boundary Percentage</b>
<b>Pass</b>	To achieve the award of a Pass the performance of a candidate must reach or partially reach the required standard in most but not necessarily all of the assessment criteria. The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass is that it reaches or partially reaches the required standard indicated in the Level Descriptions.	66%
<b>Merit</b>	To achieve the award of a Pass with Merit the performance of a candidate must reach the required standard in the majority of assessment criteria. The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass with Merit is that it consistently matches and occasionally may exceed the required standard indicated in the Level Descriptions.	76%
<b>Distinction</b>	To achieve the award of a Pass with Distinction the performance of a candidate must reach and exceed the required standard in the majority of assessment criteria. The performance of some candidates may have exceeded the required standard by a considerable margin in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a candidate awarded a Pass with Distinction is that it consistently exceeds the required standard indicated in the Level Descriptions.	86%

### **13. Level Descriptions**

Level Descriptions provide a guide to the qualities and extent of the level of performance that candidates are expected to demonstrate. Strength in one area of performance may compensate for weakness in another. The overall achievement necessary to match these descriptions will have been demonstrated by a candidate awarded a Pass. Candidates achieving a Pass with Merit, or a Pass with Distinction, will have matched and exceeded the qualities of performance described. The Level Descriptions form a context for the examiner judgement and when taken as a whole, are indicative of expectations; they are assessed through the Assessment Components and Assessment Criteria.

#### **Level 4. Dance Teaching**

Learners will have demonstrated that they can respond promptly and correctly to different situations and are able to make informed decisions based on both pedagogy and good practice in dance. They are able to manage complex situations in a variety of contexts and know when and how to obtain support. They are able to take increased responsibility for their own work, to obtain information relevant to their role and to offer support and guidance to colleagues. They demonstrate well developed relevant skills and knowledge and the ability to employ this sensitively and appropriately in different settings. They are able to identify, discuss, deliver and evaluate their own contribution to learning and teaching and are able to communicate this as required. They demonstrate sustained effort and enthusiasm and the ability to plan for and take effective action in response to the demands placed upon them.

#### **Level 5. Dance Teaching Leadership and Management**

Learners will have demonstrated that they have a good working knowledge of the theory and practice of teaching and learning. They are able to apply this knowledge to the management of teaching and learning, and are able to plan, supervise and manage complex situations in a variety of contexts. They know when, where and how to obtain support and professional advice and information relevant to their role. They are able to advise, support, guide and direct colleagues as appropriate. They demonstrate well developed teaching skills and a sound knowledge of good practice in dance teaching and are able to employ this sensitively and appropriately in different settings. They are able to manage and direct colleagues, provide leadership and have the ability to communicate effectively with learners, helpers, teachers, parents and outside agencies as required. They are able to identify, discuss, deliver and evaluate their own contribution to learning and teaching and are able to communicate this as required. They demonstrate sustained effort and enthusiasm and the ability to plan for and take effective action in response to the demands placed upon them.

### **14. Candidates with Additional Needs**

Information on assessment, examination and entry requirements for candidates with additional needs are published on the GQAL website and are also provided in the Teachers Handbook. In addition you can contact GQAL Head Office.

### **15. Examination Results**

*Issuing Results* - Results and certificates will normally be issued six weeks after the date of the examination. This time is necessary to ensure that all results are properly standardised and checked by GQAL.

**16. Repeats**

Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination at that Level is permitted. All examination components must be resubmitted on re-examination.

**17. Language and Bias**

Every effort has been made to ensure that this specification and associated mark schemes, procedures and materials are free from any form of bias, and have no hidden requirements for entry or assessment. Care has been taken to ensure that the specification, grade descriptions and examination requirements make appropriate demands on candidates both in terms of their physical safety, well being, and expectations of physical and cognitive performance in relation to their age and level of ability.

**18. Statutory Requirements**

It is a requirement that all centres, teachers of this qualification and examiners make themselves aware of and comply with the relevant current legislation, relating to Safeguarding, Health and Safety, Data Protection and Equality.

**19. Validity of Specification**

This specification is valid from the 1<sup>st</sup> September 2020 until 31<sup>st</sup> August 2023.