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# Specification

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**Level 6 Diploma**

**Advanced Dance Teaching  
Practices**

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**bbodance**

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*Qualification recognised by Ofqual and Qualifications Wales*

This specification is valid from October 2024.

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# Summary, Objectives, Aims and Philosophy

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## Qualification Title and Numbers

Qualification Title	Ofqual Qualification Number	Qualifications Wales Approval/Designation No.
<b>Level 6 Diploma in Advanced Dance Teaching Practices</b>	601/7205/8	C00/1720/2

The Level 6 Diploma in Advanced Dance Teaching Practices develops the pedagogic knowledge and skills accumulated during the bbodance Level 4 and Level 5 Diplomas, or alternative recognised dance teaching qualifications and experience, enabling students to further enhance their professional teaching practice.

The main objective of this course is to introduce students to more complex concepts and enable them to work on an independent basis, applying concepts in practice both as part of guided study and self-directed, individual research. Modules in dance science, physical, social, and emotional development, and wider professional dance practice support students' understanding of current teaching and learning trends and their professional responsibilities within the sector they teach.

Completion of this course provides a route to achievement of QTLS for students teaching in state/public or further education.

## Objectives

The learning objectives that define the expected goal of the Level 6 Diploma in Advanced Dance Teaching Practices qualification in terms of demonstrable skills or knowledge that will be acquired are as follows:

- To demonstrate knowledge, understanding and application of dance science concepts
- To demonstrate knowledge and understanding of the physical, social and emotional development of learners
- To demonstrate knowledge and understanding of wider policies, initiatives and thinking informing education and dance teaching
- To demonstrate knowledge and understanding of reflective practice and how to develop selected skills in their own dance teaching practice
- To demonstrate knowledge, understanding and application of education research on a selected topic of interest.

## Aims

The Level 6 Diploma in Advanced Dance Teaching Practices aims to develop the pedagogic knowledge and skills students have accumulated through the bbdance Level 4 and Level 5 Diplomas, or alternative recognised dance teaching qualifications and experience, to further enhance their professional dance teaching practice. Students are introduced to more complex concepts and current trends in learning and teaching as part of modules on dance science, the physical, social and emotional development of learners, and wider professional practice. Opportunities to enhance specific dance teaching skills and areas of practice are provided in modules which focus on self-directed development of practical dance teaching and independent research on a selected topic.

## Fitness for purpose

bbodance meets the requirements of fitness for purpose through a rigorous Quality Assurance Framework, which includes:

- The Head of Teaching Qualifications undertakes biannual meetings with faculty to ensure that Quality Assurance is maintained across all modules and faculty and develops strategies for Quality Enhancement.
- A clear schedule of internal moderation across modules and faculty.
- A clear schedule of external moderation across modules and faculty concluding with an External Examiner report to be provided annually as part of the UK academic year and the Examination Board meeting.
- A complete 5-year review of the qualification that includes feedback from students and faculty.
- bbodance Quality Assurance Committee and bbodance Qualifications and Awards Approval Board.
- bbodance policies and guidelines: <https://www.bbo.dance/policies-and-guidelines>
- Regulatory and Quality Assurance (QA) Adviser who is in place to support the Head of Teaching Qualifications with grievances, complaints and provide overall QA guidance to the courses.
- Mechanisms for student feedback.
- Council for Dance, Drama and Musical Theatre (CDMT) membership.

## Entry Criteria

The qualification is aimed at learners who are employed or working as dance teachers and wish to gain a dance teaching qualification and/or for experienced, qualified dance teachers wishing to undertake professional development.

- A Level 5 Teaching Qualification from **any** recognised awarding organisation (*or equivalent professional teaching experience, demonstrated through video submission*)
- **GCSE** (*or equivalent*) in English (C/4)
- **Intermediate** or **Grade 6 Certificate in Dance** in any genre (*or equivalent; i.e., a Level 3 Dance qualification*)
- Recommended **18+ years old**
- **GCSE** (*or equivalent*) in Maths (C/4) will be required as part of a QTLS application via The Society of Education and Training, <https://set.et-foundation.co.uk/your-career/qtls>

# Delivery of the Qualification

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## Mode & Schedule of Delivery

The qualification is delivered online from October to June.

Online delivery includes live and recorded webinars, individual and group tutorials, access to a Virtual Learning Environment, access to learning materials and resources, access to a personal tutor for each module, and additional support from bbodance staff.

A Schedule of Delivery detailing the specific module delivery dates, webinar dates and assessment deadlines is provided in advance of course commencement.

**Module Total Credits: 120**

**Total Qualification Time (TQT): 1200 hrs**

**Guided Learning Hours (GLH): 98 hrs**

<b>Module No.</b>	<b>Module Title</b>	<b>Credits</b>	<b>Study Hours</b>	<b>GLH</b>
6.1	Dance Science for Teachers	20	200	19
6.2	Physical, Social and Emotional Development in Dance Training	20	200	19
6.3	Informing Wider Practice	20	200	19
6.4	Teaching Practice in Action	30	300	18
6.5	Research Project	30	300	23

## Course Structure & Support

- An overview of all module dates, Training Days/Webinars and summative submission dates is provided in a Schedule of Delivery.
- The Virtual Learning Environment (VLE) provides students with full access to course and module content and a wide range of learning resources, including study skills support.
- In addition to module materials, students are provided with a Student Handbook which details regulatory information, bbodance policies and guidelines on all aspects of studying.
- Students are invited to attend a course overview webinar one week prior to the start of the first module.
- For each module students are given access to a Learning Journal, which provides a step-by-step guide to the module content, delivery and assessment requirements. In addition, students have access to module resources, such as readings, presentations, video material, templates and assessment guidance. Students attend scheduled Training Days in which module content is taught live online. All Training Days are recorded and students are given access to the recording to ensure accessibility and flexibility with learning.
- Peer learning opportunities and support are provided as part of Training Day sessions and group tutorials.
- The Qualifications Manager provides additional course support.
- Additional study skills, module, assessment and career development support is provided by the Head of Teaching Qualifications.
- All students are provided with free TQ Membership with bbodance for the duration of their studies which gives them access to bbodance syllabi material and discounted CPD opportunities in support of their studies.



# Module Outlines

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<b>Module Code and Title</b>	6.1 Dance Science for Teachers		
<b>Credit Value</b>	20	<b>Study Hours/GLH</b>	200/19

## Module Description

This module develops students' knowledge and understanding of dance science relevant to dance teaching and builds on students' existing knowledge of safe dance practice, warm up and cool down, and acute injury prevention and management. Students explore theoretical principles and practical application of anatomy, physiology, and psychology to both inform and enhance their dance teaching practice. Awareness of health and lifestyle, overuse injury prevention and management, and supplementary training for dancers are also explored to allow students to apply a holistic approach to their teaching practice.

## Mode of Assessment

Practical Teaching (70%)

Written (30%)

## Assessment Details

Students are required to complete two parts to this assessment:

1. Students must plan, create, deliver, and film a 45-75 minute dance class in which they implement knowledge and understanding of current dance science practices in anatomy, physiology, and psychology. Their class should demonstrate a safe and holistic approach to dance teaching in support of their learners' technical and/or artistic progression. Thus, their class should demonstrate knowledge of safe dance practice, warm up and cool down, and acute injury prevention and management; awareness of health and lifestyle such as learners' psychological well-being and nutrition; overuse injury prevention and management such as appropriate rest and recovery and avoidance of burnout; and supplementary training such as awareness of strength and conditioning techniques for dancers.

2. Students must submit a full Lesson Plan that includes a Rationale (500 words) for their choice of specific techniques and **either** a written (1,000 words) **or** recorded (5-7 minutes) Reflective Evaluation. Their evaluation should identify two key strengths of their lesson and two key areas for improvement. Their rationale and reflective evaluation should be underpinned by relevant theory.

## Learning Outcomes and Assessment Criteria

<p style="text-align: center;"><b>Learning Outcomes</b></p> <p style="text-align: center;">By the end of the module, students will have/be able to:</p>	<p style="text-align: center;"><b>Assessment Criteria</b></p> <p style="text-align: center;">Students are expected to demonstrate:</p>
<p><b>1. Knowledge and understanding of dance science principles and current thinking and practice within the discipline</b></p>	<p>1.1 Ability to plan dance lesson content that effectively embeds dance science principles</p> <p>1.2 Ability to explain and justify choices relating to learning outcomes, class content, and specific teaching strategies and approaches</p> <p>1.3 Ability to reflect upon teaching and evaluate practice in relation to current thinking within the discipline</p>
<p><b>2. Apply anatomical, physiological and psychological principles in practice to enhance their learners' experience</b></p>	<p>2.1 Ability to enhance the psychological well-being of their learners and support positive mental health and lifestyle</p> <p>2.2 Ability to apply specific techniques effectively to address overuse injury prevention and management appropriate to their learners' needs</p> <p>2.3 Ability to devise and embed appropriate supplementary training exercises in support of learners' technical and/or artistic development</p>
<p><b>3. Deliver dance teaching that embeds dance science principles holistically</b></p>	<p>3.1 Ability to demonstrate adherence to health and safety requirements for dance teaching prior, during and after class</p> <p>3.2 Ability to incorporate appropriate warm-up and cool down activities that both adapt to learners'</p>

	<p>psychological and physiological needs and connect to the class content and/or learning outcomes</p> <p>3.3 Ability to adapt class material effectively as part of acute injury prevention and management, either in the teaching of exercises or as part of directed, individual feedback</p>
<p><b>4. Develop, express and communicate ideas with coherence and use of supporting theory</b></p>	<p>4.1 Ability to present, express and communicate ideas with coherence and clarity</p> <p>4.2 Ability to use a range of appropriate and reliable sources to support ideas with adherence to referencing conventions</p>

<b>Module Code and Title</b>	6.2: Physical, Social and Emotional Development in Dance Training		
<b>Credit Value</b>	20	<b>Study Hours/GLH</b>	200/19

## Module Description

This module develops students' understanding of child development as central to the work of all individuals who teach and are responsible for dance students. Through the exploration of child development intellectually, physically, socially and emotionally, students examine, develop and plan teaching strategies that address the capabilities, needs and strengths of each individual learner. The module focuses on the importance of inclusive dance teaching practice from a developmental perspective.

## Mode of Assessment

Presentation and Discussion (100%)

### Assessment Details

1. Students are required to plan, create and deliver a 15-minute case study presentation on the intellectual, physical, social and/or emotional issues experienced by a specific learner that they teach. The presentation should identify, analyse and discuss the issue/s experienced by the learner, set out an action plan for addressing the issue/s and supporting the learner, and critically evaluate specific teaching strategies that they would implement to address the learner's needs. Discussion should draw upon key concepts studied as part of the module as well as theoretical and practical perspectives from their independent research.
2. The presentation will be followed by a 5-minute discussion with their audience, facilitated by the module tutor.
3. Students are required to submit their presentation slides on the day of their presentation.

# Learning Outcomes and Assessment Criteria

<p style="text-align: center;"><b>Learning Outcomes</b></p> <p style="text-align: center;">By the end of the module, students will have/be able to:</p>	<p style="text-align: center;"><b>Assessment Criteria</b></p> <p style="text-align: center;">Students are expected to demonstrate:</p>
<p><b>1. Knowledge and understanding of the intellectual, physical, social and emotional stages in a child’s development.</b></p>	<p>1.1 Ability to identify and analyse the stage(s) of intellectual, physical, social and emotional development of a specific learner.</p> <p>1.2 Ability to critically discuss specific issues relating to the intellectual, physical, social and emotional development experienced by a specific learner.</p>
<p><b>2. Knowledge and understanding of inclusive dance practice.</b></p>	<p>2.1 Ability to situate and consider a specific learner’s needs within the wider context of inclusive dance practice.</p>
<p><b>3. Knowledge, understanding and application of teaching strategies that address the needs of individual learners.</b></p>	<p>3.1 Ability to create and justify an action plan for addressing issue/s identified and supporting a specific learner’s needs.</p> <p>3.2 Ability to identify and critically evaluate appropriate teaching strategies to implement for a specific learner.</p>
<p><b>4. Develop, express and communicate ideas with coherence and use of supporting theory.</b></p>	<p>4.1 Ability to present, express and communicate ideas with coherence and clarity.</p> <p>4.2 Ability to use a range of appropriate and reliable sources to support ideas with adherence to referencing conventions.</p>

<b>Module Code and Title</b>	6.3 Informing Wider Practice		
<b>Credit Value</b>	20	<b>Study Hours/GLH</b>	200/19

## Module Description

This module explores current professional practice and provides students with an overview of present debates and emerging policies in the wider dance teaching and learning environment. The module requires students to situate their practice within the wider field of dance education, develop knowledge of current debate, policy and thinking, and consider impact and influence on dance teaching practice.

## Mode of Assessment

Presentation (100%)

### Assessment Details

Students are required to plan, create and deliver a 20-minute presentation on a current policy, paper, report, or initiative within wider education and/or the arts. The presentation should examine current practice and expectations within the student's teaching context, identifying issues, gaps and/or tensions relevant to the policy, paper, report or initiative. Students should provide an overview of the policy, paper, report or initiative and situate it within dance education, discussing the work of relevant organisations and critically discussing key points, arguments, findings and recommendations. Finally, students should evaluate the potential impact and influence of the policy, paper, report or initiative on both wider dance education and their teaching practice.

The focus of the presentation should be agreed with the module leader.

## Learning Outcomes and Assessment Criteria

<p style="text-align: center;"><b>Learning Outcomes</b></p> <p style="text-align: center;"><b>By the end of the module, students will have/be able to:</b></p>	<p style="text-align: center;"><b>Assessment Criteria</b></p> <p style="text-align: center;"><b>Students are expected to demonstrate:</b></p>
<p><b>1. Knowledge and understanding of current professional practice in the wider dance learning and teaching environment.</b></p>	<p>1.1 Ability to situate and contextualise their teaching practice within wider dance education.</p> <p>1.2 Ability to critically analyse their own teaching context, identifying gaps/issues/tensions in light of professional practice and expectations.</p>
<p><b>2. Knowledge and understanding of current debate and recent or emerging policies/initiatives and relevant organisations that impact dance education.</b></p>	<p>2.1 Ability to identify and discuss a current policy, paper, report or initiative which impacts dance learning and teaching.</p> <p>2.2 Ability to analyse current debate within the selected policy, paper, report or initiative and the aims/work of related organisations.</p> <p>2.3 Ability to analyse and debate potential impact of the selected policy, paper, report or initiative on wider dance education.</p>
<p><b>3. Apply current or emerging thinking, policies/initiatives to own pedagogical practice and development.</b></p>	<p>3.1 Ability to evaluate their teaching practice and determine ways in which their practice needs to change, develop or evolve in relation to the selected policy, paper, report or initiative.</p> <p>3.2 Ability to evaluate the potential impact of change or development on their learners.</p>
<p><b>4. Develop, express and communicate ideas with coherence and use of supporting theory.</b></p>	<p>4.1 Ability to present, express and communicate ideas with coherence and clarity.</p> <p>4.2 Ability to use a range of appropriate and reliable sources to support ideas with adherence to referencing conventions.</p>



	4.3 Ability to effectively engage audience with evidence of research techniques and creativity.
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<b>Module Code and Title</b>	6.4 Teaching Practice in Action		
<b>Credit Value</b>	30	<b>Study Hours/GLH</b>	300/18

## Module Description

This module enables students to identify areas of skill development in their dance teaching practice and work towards enhancing their practice both independently and with support from their tutor. Areas of practical development may be supported by learning from Modules 6.1, 6.2 and 6.3 and may also form the basis of their research project for Module 6.5.

Students are required to plan and deliver a minimum of 40 sessions of dance teaching with different age groups and levels of dancer, and in any genre or genres of their choice. Students choose areas of skill development of their practice that work across all their dance teaching (e.g. inclusivity, diversity of feedback strategies, resource-based learning, developing learners' creative skills). Students are assessed on both their core teaching skills and areas of skill development in their teaching practice.

Students are required to keep a journal which logs their sessions of teaching, identifies areas of skill development, indicates and incorporates independent research and learning from other modules, enables and supports ongoing intrinsic reflective practice, and tracks progress with implementing new ideas and practice. Students are expected to draw upon their journal as part of ongoing tutoring, formative and summative assessment.

Part-way through the module, students are observed in their teaching practice by their tutor and will have an opportunity to discuss their progress and set targets for their final practical teaching assessment.

## Mode of Assessment

Practical Teaching and Viva Voce (70%)

Written (30%)

## Assessment Details

This module is assessed through three tasks:

1. Observed or recorded practical dance teaching of a full class (between 45 and 90 minutes) with accompanying Scheme of Work and Lesson Plan.
2. A tutor-led Viva Voce (15 minutes) in which students will answer questions on their planning and delivery of their class.
3. A Critical Evaluation in which students consider the progression of their class and reflect upon their 6.4 journey and development of their teaching practice (1,800 words).

### **As a student and Associate Member of BBO you have a responsibility to:**

- Comply with all statutory requirements affecting health and safety at work procedures in respect of the following: health and safety (including safe dance practice), safeguarding, equal opportunities and customer service (including feedback and complaints)
- Hold a valid Disclosure and Barring Service (DBS) Certificate
- Ensure the provision of adequate public/products liability insurance and employer liability insurance
- Comply with all the statutory requirements affecting the running of the business, including registration of names, income tax, value added tax and any other matter required by law
- Ensure that they are in accordance with the law with regard to copyright, recording, public performance and other matters concerning printed matter and recorded music related to their work

For further guidance, refer to the Code of Professional Conduct by Council for Dance, Drama and Musical Theatre (CDMT), [https://cdmt.org.uk/images/RA\\_SUpporting\\_Documentation/Code-of-Professional-Conduct-for-Teachers-2017.pdf](https://cdmt.org.uk/images/RA_SUpporting_Documentation/Code-of-Professional-Conduct-for-Teachers-2017.pdf) (Accessed 23 Nov 2023).

## Learning Outcomes and Assessment Criteria

<p style="text-align: center;"><b>Learning Outcomes</b></p> <p style="text-align: center;"><b>By the end of the module, students will have/be able to:</b></p>	<p style="text-align: center;"><b>Assessment Criteria</b></p> <p style="text-align: center;"><b>Students are expected to demonstrate:</b></p>
<p><b>1. In-depth knowledge and understanding of identified aspects of dance teaching and the independence to develop specific dance teaching skills.</b></p>	<p>1.1 Ability to reflect upon teaching practice and identify appropriate skills for development.</p> <p>1.2 Ability to undertake independent research and evidence progression with teaching skill development.</p>
<p><b>2. Plan and deliver coherent, inclusive and innovative dance classes which fully meet the needs of learners.</b></p>	<p>2.1 Ability to plan a coherent lesson as part of a wider scheme of work that demonstrates progressive thinking in relation to areas of skill development.</p> <p>2.2 Ability to deliver class content that is creative, inclusive and safe and develops learners' confidence and autonomy.</p> <p>2.3 Ability to employ a wide range of teaching strategies that demonstrate innovative thinking and inspire and motivate learners.</p> <p>2.4 Ability to employ a range of creative resources to support learning and different learning approaches.</p>
<p><b>3. Reflect upon dance teaching and articulate perceptions of own practice.</b></p>	<p>3.1 Ability to reflect upon practice in response to direct questions, explaining and justifying choices and actions with confidence.</p>

<p><b>4. Critically evaluate teaching practice and progress with skill development.</b></p>	<p>4.1 Ability to evaluate summative teaching and consider the progression of your class.</p> <p>4.2 Ability to critically evaluate teaching practice journey and development and acquisition/enhancement of specific dance teaching skills.</p>
<p><b>5. Develop, express and communicate ideas in written form with coherence and use of supporting theory.</b></p>	<p>5.1 Ability to present, express and communicate ideas with coherence and clarity.</p> <p>5.2 Ability to use a range of appropriate and reliable sources to support ideas with adherence to referencing conventions.</p>

<b>Module Code and Title</b>	6.5 Research Project		
<b>Credit Value</b>	30	<b>Study Hours/GLH</b>	300/23

## Module Description

This module provides students with the opportunity to plan and undertake a small-scale practice-led research project on a defined topic and area of focus of their choice in relation to their teaching context and personal pedagogical development. The research process follows the Action Research cycle of defining an area of practice to address/improve, implementing change, evaluating the affect and/or impact of change, and determining future action/development.

Students propose their research focus for approval (including ethics approval) by the module leader and their research culminates in the student's choice of either a presentation or written report.

## Mode of Assessment

Recorded Presentation or Written Report (100%)

### Assessment Details

Students must choose **either** Option 1 **or** Option 2:

#### Option 1

Students are required to create and record a 25 to 30-minute presentation on their research. The presentation should identify and explain the topic and focus of their research, including the critical issues and/or research questions they set out to address; critically examine established and current literature and thinking on their topic; identify and explain your chosen research methods; present their findings; analyse and interpret their findings to determine conclusions from their research; and evaluate their research to determine areas of future development in their practice.

#### Option 2

Students are required to write a 4,000 word report on their research. The report should identify and explain the topic and focus of their research, including the critical issues and/or research questions they set out to address; critically examine established and current literature and thinking on their topic; identify and explain their chosen research methods; present their findings; analyse and

interpret their findings to determine conclusions from their research; and evaluate their research to determine areas of future development in their practice.

You may include graphics and images within your report (or as appendices) and you must include a full bibliography at the end of your report.

# Learning Outcomes and Assessment Criteria

<p style="text-align: center;"><b>Learning Outcomes</b></p> <p style="text-align: center;">By the end of the module, students will have/be able to:</p>	<p style="text-align: center;"><b>Assessment Criteria</b></p> <p style="text-align: center;">Students are expected to demonstrate:</p>
<p><b>1. Knowledge and understanding of their chosen topic and focus of research.</b></p>	<p>1.1 Ability to identify critical issues and/or research questions relevant to their research focus and pedagogical development.</p> <p>1.2 In-depth knowledge and understanding of established and current thinking/debate in relation to their chosen topic and research focus.</p> <p>1.3 Ability to critically review and analyse key texts and publications, theories and/or practices within their chosen topic.</p>
<p><b>2. Employ an appropriate range of research methods.</b></p>	<p>2.1 Ability to identify and explain use of an appropriate combination of research methods.</p> <p>2.2 Effective application of research methods, resulting in clear and transparent findings.</p>
<p><b>3. Analyse and evaluate findings to extend knowledge and thinking of their chosen topic.</b></p>	<p>3.1 Ability to analyse and interpret findings to determine clear conclusions from research.</p> <p>3.2 Ability to evaluate findings in relation to relevant literature to determine strengths of research and identify areas of further practice.</p>
<p><b>4. Develop, express and communicate ideas with coherence and use of supporting theory.</b></p>	<p>4.1 Ability to present, express and communicate ideas with coherence, clarity and creativity.</p> <p>4.2 Ability to use a range of appropriate and reliable sources to support ideas with adherence to referencing conventions.</p>



# Marks and Achievements

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## Achievement Categories

The qualification is graded as Pass, Merit or Distinction

### Achievement Descriptors

#### Distinction

70% and above PASS with DISTINCTION

An extremely good response to the assessment(s): all learning outcomes have been achieved to a high standard and some at an exceptionally high level. The work demonstrates some of the following characteristics, beyond that expected for work at the given level of study:

- Originality in the way in which the work has been approached and devised/executed
- In-depth understanding, exploration, insight and/or research
- Evidence of high quality analysis, synthesis, evaluation, critical appraisal and/or performance
- All specifications for the assessment task, including word limit, have been adhered to
- The organisation of the work and the standard of presentation are very good throughout.

#### Merit

60%-69% PASS with MERIT

A good response to the assessment(s): all learning outcomes have been met fully and many have been achieved at a good or very good standard. The work demonstrates all or most of the following characteristics in relation to those expected at the given level of study:

- A comprehensive approach to the devising and/or execution of the work
- Very good understanding and exploration, some insight and/or thorough research
- No significant inaccuracies or misunderstandings
- Some high quality analysis, synthesis, evaluation, critical appraisal and/or performance
- The specifications for the assessment task, including word limit, have been adhered to
- The work is well organised and the standard of presentation is good.

## Pass

40%-59% PASS

A sound response to the assessment(s): all learning outcomes have been met and some may have been achieved at a good standard. The work demonstrates some of the following characteristics in relation to those expected at the given level of study:

- An acceptable approach to the devising and/or execution of the work
- Adequate through to a good understanding and exploration, some insight and/or appropriate research
- Some minor inaccuracies and/or misunderstandings
- Sound analysis, synthesis, evaluation, critical appraisal and/or performance
- There are no significant aberrations from the specifications for the assessment task, including the word limit.
- The work is suitably organised and the standard of presentation is at least satisfactory.

## Standard Not Yet Achieved

0%-39% FAIL

The required standard has not been achieved. The work demonstrates some of the following characteristics in relation to those expected at the given level of study:

- An unacceptable approach to the devising and/or execution of the work
- A inadequate understanding and exploration, that is without insight and/or appropriate research
- Some major inaccuracies and/or misunderstandings
- Inadequate analysis, synthesis, evaluation, critical appraisal and/or performance
- Significant aberrations from the specifications for the assessment task, including the word limit.
- The work is not suitably organised and the standard of presentation is not satisfactory.

Students will be offered an opportunity to re-sit a failed assessment in line with the course regulations.

# Teaching Resources

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The following resources are available for all students:

- Graded examination specifications: <https://www.bbo.dance/examinations>
- A Study Skills resource list and access to live or recorded study skills presentations

## Reading List

### Essential Reading

- Sanders, L. (2016). *Dance Teaching and Learning: Shaping Practice*. 3<sup>rd</sup> ed. One Dance UK.
- Petty, G. (2014). *Teaching Today: A Practical Guide*. 5th ed. Oxford: Oxford University Press.

### Additional Reading

A reading list and/or set readings for each module are provided via the VLE.

## Useful Resources

- *Code of Professional Conduct and Practice*. Council for Dance, Drama and Musical Theatre (CDMT), [https://cdmt.org.uk/images/RA\\_SUPPORTING\\_DOCUMENTATION/Code-of-Professional-Conduct-for-Teachers-2017.pdf](https://cdmt.org.uk/images/RA_SUPPORTING_DOCUMENTATION/Code-of-Professional-Conduct-for-Teachers-2017.pdf)
- One Dance UK: <https://www.onedanceuk.org/>
- Council for Dance, Drama and Musical Theatre (CDMT): <https://cdmt.org.uk/>
- People Dancing – the foundation for community dance: <https://www.communitydance.org.uk/>
- International Association for Dance Medicine & Science (IADMS): <https://iadms.org/>
- bbodance Continuing Professional Development: <https://www.bbo.dance/cpd-event-listing>
- Video and written syllabus resources in Classical ballet, Jazz, Modern, Tap, Musical Theatre, AcroDancer and Contemporary via free Associate Membership: <https://www.bbo.dance/bbojoin>