
Teaching Qualifications

**Handbook of Regulations and
Appendices**

2017-18

TERMINOLOGY USED IN THE TEACHING QUALIFICATIONS

Learner or Student

The learner who has been accepted on the Teaching Qualification (TQ) Course/s

Mentor

Advisor who guides and supports a learner's development

Module Lecturer, Tutor & Examiner

Undertakes formative and summative assessments of the written and practical work. Additionally will provide tutorial support for the module via phone, skype or face to face.

Head of Teaching Qualifications

In charge of Teaching Qualification Courses

Director of Learning/Internal Examiner

To ensure reliability of assessment this role includes:

- i) To check the assessment procedures comply with requirements
- ii) Ensure that assessments are consistent and unbiased
- iii) To ensure that assessments marked by the entire faculty are standardized
- iv) Chair of the Board of Examiners

External Examiner

To mediate/moderate any variation in marking in consultation with the Internal Examiner and Head of Teaching Qualifications

TQ Committee Member

Mid-year review of course content and standards

Annual Reports to TQ Board of Examiners

Chief Executive Officer

In charge of bbodance

Trustees

Decision making body of bbodance

CDET

Council for Dance Education and Training

Ofqual

The Office of Qualifications and Examinations Regulation

EQF

The European Qualifications Framework

bbodance MEMBERSHIP

All learners on the teaching qualification courses are given Associate Membership with bbodance free of charge for the duration of their course (subject to completing an online form). Login details to the Members Area of the bbodance website will be provided to students. On graduation at Level 5 or Level 6, learners may become bbodance Registered Teachers, subject to completing 18 hours of syllabus training.

FORMATIVE SUBMISSION GUIDELINES

All formative/draft submissions should be sent to the relevant Module Tutor.

SUMMATIVE SUBMISSION GUIDELINES all via tq@bbo.dance

1) Files should be named to include:

- Initial and surname of student
- Module Number, Module Title and Assessment Title

NB for Module 5.5 this should include whether the work is for TP1, TP2 or TP3

2) Please title your document in the header as below;

- Initial and surname of student
- Module Number and Title

NB for Module 5.5 this should include whether the work is for TP1, TP2 or TP3

3) All work for each assessment should be submitted as a single file.

4) All documents submitted for assessment should be saved in **Microsoft Office, Windows version format.**

5) Formatting and fonts:

- **Font** – clear for example Times New Roman or Calibri.
- **Spacing** – set your line spacing to 1.5 lines.
- **Indents or breaks** – it is current standard to leave a space of one line between paragraphs, rather than indenting the first line.
- **Section headings** – left aligned, bold and numbered. The numbering should be the same as given in your contents page. Be consistent in your numbering of headings and sub-headings.

- **Title** – the top, centrally aligned.
- **Pages** – should be numbered

7) All video submissions must be uploaded via YouTube. See Appendix H for details

8) Submissions must adhere to the word count (within 10%). Any written work past this word count will not be included in the assessment.

9) Appendices may be included in submissions and are not included in the word count.

10) Any submissions that are deferred, including late submissions, will incur a full remarking cost of that specific module which ranges from £30 - £350. The remarked assessment will be capped at 40% and will only be able to achieve a Pass.

11) Deferred submissions: There will be one opportunity in the current academic year to resubmit. This will incur the marking fee for that assignment, and will be capped at 40%. There is also the opportunity to resubmit once in the following academic year; incurring the marking fee for that assignment plus the re-registration fee.

If you have any issues saving and sending files in the correct format then please contact the Teaching Qualifications Department to discuss this further. Please ensure that this is verified before submitting work as deadlines cannot be extended due to incorrect formatting of files.

EXTENSION OF DEADLINE

These will only be granted in extenuating circumstances for a two week period and must be requested at least seven days in advance of the deadline. All extenuating circumstances will be considered by the Academic Board.

Complete the **APPLICATION FOR EXTENSION DEADLINE** form (Appendix A) and submit to the relevant Module Tutor, who will then confirm their decision after conferring with the Head of Teaching Qualifications. If you miss the original deadline or the agreed extended deadline your submission will be automatically deferred.

REFERENCES – HARVARD SYSTEM

All primary and secondary sources must be acknowledged in alphabetical order of the author's surname.

For books, the format is:

Author(s) Surname(s), First Name(s)/Initial(s), Year (*in brackets*), Title of Book (*in italics*), Edition (*in italics*), Place of Publication, Publisher

For journals / articles, the format is:

Author(s) Surname(s), First Name(s)/Initial(s), Year (in brackets), Title of Article , Title of Journal (*in italics*), Volume, Number/Month/Season (in brackets), Page numbers for start and end of article (pp x – y)

For websites, the format is:

Author(s) Surname(s); First Name/Initial(s); Title of Piece (in inverted commas); Name of Website (in bold); full Web Address; Date Accessed (time, day month, year, in brackets)

Examples:

Taken from Wallman, Nicholas (2001) *Your Research Project*, 3rd ed. London: SAGE Publications Ltd.

Book reference:

Herring, G.R and Kirkner, L.A., eds (2010) *Monetary easing*, 2nd ed.

Oxford: Oxford University Press.

Norris, A.B. (1998) *Why. It doesn't fall down: a study of single span architecture*.

London: Lothbury Press

Article Reference:

Blenkinsop, P.J (2004) Nothing is for nothing; the cost of charities. *Journal of Social Economics* 14 (3), pp. 46 – 51

Web page:

bbodance (2016). Home page. Available at www.bbo.dance (Accessed: 04 Mar 2016)

Conference paper:

Hamilton, W. S. (2009) Reformulation of indicies for future expansion. In: *Advances in economic theory: proceedings of the 23rd International Conference on Economic Affairs*. University of Durham, 15 – 19 August. Durham: Department of Economics, Durham University, pp. 454 – 67.

IN-TEXT REFERENCING

All references used as below are included in the total word count.

1 Block and indented quotations Ranger insisted on the need for good-quality design:

Buildings will not function properly if insufficient consideration is given to solve complicated design problems. Poor design results inconvenient planning, poor quality of spaces, higher maintenance costs and frequent breakdown of services. We owe it to clients to insist on the inclusion of sufficient resources to development projects. (Ranger, 2004, p. 36)

2 Within-sentence quotations

According to Ranger, 'Buildings will not function properly if insufficient consideration is given to solve complicated design problems' (2004, p.36)

3 Paraphrase / summary

Ranger (2004) argued that neglecting the resolution of design issues results in poor quality buildings

4 Generalization (combining several sources)

There is wide agreement that lack sufficient time and resources to resolve design problems in buildings results in poor quality developments (Hendry, 1998; Ranger, 2004; Smith, 2002; Waldren, 1999)

For further information regarding the Harvard referencing system please visit the following website:

<http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing/introduction.aspx>

MODERATION OF ASSESSMENTS – Quality Assurance

Moderation is a quality assurance process that ensures appropriate standards.

All work is subject to internal and external moderation by the Director of Learning and the Chief External Examiner to ensure:

- that marks or grades are awarded appropriately and consistently.
- checking and reviewing of assessment schemes, items and assessor judgments.
- a form of feedback to markers to help them align their marking standards with those of other markers.

INSPECTION AND DATA COLLECTION

bbodance's Quality Assurance Committee is responsible for the monitoring and review of procedures based on the following evidence:

- a) Analysis of results from each module and course
- b) Analysis of evaluation forms completed by learners
- c) Complaints

All findings are reported to the Board of Trustees through the Management Team chaired by the Chief Executive of bbodance.

EQUAL OPPORTUNITIES POLICY

ETHICS AND DIVERSITY (E&D) (Full outline of procedures APPENDIX B)

bbodance is committed to the promotion of diversity and equality of opportunity. It undertakes to provide all staff and client groups with opportunities to realise their potential either as teachers, learners or administrators by encouraging open access to active participation in dance education in the community and the implementation and vigilant monitoring of procedures to ensure anti-discrimination practice on grounds of gender, disability, race, religion, sexual orientation, social background or age.

The guidelines concerning adherence to bbodance policy and procedures are issued to all staff and client groups. They take into account the relevant provisions of the Rehabilitation of Offenders Act (1974), the Sex Discrimination Act (1975) and the Race Relations Act (1976). Additionally, in response to the requirements of the Equality Act (2010), the organization has reviewed its practices that encourage all personnel to take positive steps to break down barriers which hinder personal progression.

bbodance CODE OF PROFESSIONAL CONDUCT AND PRACTICE FOR TEACHERS OF DANCE

SAMPLE TAKEN AND REPRODUCED WITH PERMISSION FROM

http://www.cdet.org.uk/_assets/PDF/Code_of_Professional_Conduct.pdf

Code of Professional Conduct and Practice for Teachers of Dance 2008/2009

This is the recommended Code of Professional Conduct and Practice prepared by the Council for Dance Education and Training to guide dance teachers on issues of good practice. It is endorsed by the dance teaching organisations in its membership and will be reviewed every two years. For more detailed information on standards of good practice see Dance Teaching Essentials, published by and available from Dance UK.

Fundamental Principles

A teacher should:

- behave with integrity in all professional and business relationships. Integrity implies not merely honesty but fair dealing, courtesy and consideration.
- strive for objectivity in all professional and business judgements.
- not accept a teaching post or undertake work for which he or she is not competent or qualified.
- carry out his or her professional work with due skill, care and proper regard for the technical and professional standards expected of him or her.

Integrity

A teacher should:

- uphold and enhance the good standard and reputation of the profession.
- work in a collaborative and co-operative manner with other dance professionals and organisations.
- not attempt to influence or intimidate any examiner at any examination or a judge at a competition.

Objectivity

A teacher should:

- work in an open and co-operative manner with students and families.
- ensure that students are not discriminated against on the grounds of sex, race, colour, religion, age, disability, national or social origin or other status.

Competency

A teacher should:

- acknowledge any limitations in his/her knowledge and competency and take steps to practice in a fully skilled manner.
- assist professional colleagues, in the context of his or her own knowledge, experience and sphere of responsibility, to develop their professional competence.
- undertake continuing professional development to ensure knowledge and practice remains current as required by his or her individual awarding body(ies) and/or employers.

Due skill and diligence

A teacher should ensure that no action or omission on his or her part, or within his or her sphere of responsibility, is detrimental to the interests or safety of students.

Courtesy and consideration

A teacher should:

- always act in such a manner as to promote and safeguard the interests and well-being of students
- justify student trust and confidence

Confidentiality

A teacher should ensure that confidential information obtained in the course of his or her professional work should not be used for personal advantage or be disclosed without the consent of the pupil or parent, except where there is a legal right or duty to disclose. A teacher should be aware of and abide by current data protection legislation.

Publicity

- A teacher may seek publicity for his or her own services, and advertise his or her services, achievements and school in any way consistent with the dignity of the profession
- A teacher should, under no circumstances, promote his or her services, or the services of another teacher, in such a way, or to such an extent, that amounts to harassment of the prospective pupil or parent
- A teacher should not publish, or cause to be published, any notice, newspaper, advertisement or any other matter likely to damage the standing of the profession or to damage or depreciate the reputation of any colleague
- Promotional material may contain any factual statement, the truth of which a teacher is able to justify, but should not make any disparaging references to, or disparaging comparisons with, the services of others

Teaching names

- A teacher may teach under whatever name or title he or she sees fit
- A teaching name should not be misleading
- A teacher should not use any title, description or designatory letters to which he or she is not entitled

Statutory Requirements

A teacher should:

- comply with all statutory requirements affecting health and safety at work
- 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 he or she is 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

Health and Safety

A teacher should:

- ensure that classes are of a size appropriate to the levels and techniques being taught and the space being used. Students in each class should be of compatible age and/or standard
- be aware of developments in Child Protection legislation and undertake Criminal Records Bureau (now DBS 2015) enhanced disclosure as required
- ensure that teaching facilities are adequately maintained and provide:
 - suitable flooring appropriate to the technique taught, with a clean, safe surface; to minimise the risk of injury;
 - adequate heating levels and ventilation;
 - suitable, secure and safe area for changing
- abide by Health and Safety statutory legislation requirements, understand his or her responsibility in case of a medical emergency and keep records in an accident book

- ensure that all fire regulations are displayed and adhered to

Data Protection

A teacher should behave in accordance with sound data protection principles; currently these are the eight data protection principles of The Data Protection Act 1998. These principles are summarised in Appendix A below.

Standards of good practice for the relationship between teacher and student for principals of dance schools, studio principals and individual teachers should:

- have written, clearly defined aims and objectives setting out the broad goals to be achieved by the school. A similar set of objectives will be stated which outline the benefits a pupil can expect to receive through the teaching staff's conscientious implementation of them. A teacher should have a written health and injury prevention and child protection policy
- employ teaching staff with experience and qualifications appropriate to the levels and techniques to be taught. Student teachers should be trained and supervised to ensure maintenance of the school's teaching standards
- conform to sound business practice
- apply appropriate teaching aims and assessment procedures to students
- ensure that students and families have ample opportunity to communicate with their teachers.
- use adequate and flexible teaching skills to create a productive learning environment.

Individual teachers will:

- encourage communication between student and him/herself and other students.
- communicate a love of dance and encourage the art of dance.
- demonstrate professional attitudes, including punctuality, reliability and responsible care of students.
- develop self-discipline and self-motivation in the students.
- transmit general concepts of movement in addition to those of a particular dance style.
- develop in the students an appreciation of the characteristic style of each specific discipline taught.
- recognise and develop each student's potential and offer appropriate guidance for further progress.
- recognise physical differences and limitations and different learning styles, modifying the teaching and seeking advice where necessary. The teaching and choreography must be anatomically safe, and physical corrections must be attempted in a careful and sensitive manner.
- uphold the rules of their dance teaching society/organisation.

TERMS AND CONDITIONS FOR PAYMENT OF FEES

bbodance can receive tuition fee payments through a direct bank transfer, as a cheque or a recognised major credit/debit card. Full name and course title must be quoted. Fees include VAT and all course materials. Fees cannot be deferred or transferred to another learner. bbodance reserves the right to alter course fees annually as required. Learners will not be awarded their final grades or Diplomas until all course fees have been paid.

Dishonoured cheques will incur a charge of £35.00 to cover bank charges and administration costs and bbodance reserves the right to forward your name to relevant institutions or credit agencies.

FEE LIABILITY AND PAYMENT BY INSTALMENTS

The course fee is due in full by the last contact session at bbodance

ADDITIONAL FEES	COSTS
Bounced cheque or default on agreed payment plan	£35
Deferment of or failure to meet a submission deadline per module as arranged with the Head of Teaching Qualifications will incur the full marking cost of that specific module.	£30 - £350
Students who have missed final course deadlines will have to re-register on following academic year course.	Level 4 - £150 Level 5 - £200 Level 6 - £250
Replacement certificates from HQ	£60

REFUND OF COURSE FEES

Termination and Refund

bbodance reserves the right to suspend or dismiss any learner without refund of fees in the event of misconduct, unacceptable behaviour, unsatisfactory attendance or default in the payment of fees.

Withdrawal and Refund

Any learner deemed to be making 'unsatisfactory' progress will be warned in writing by the Head of Teaching Qualification's and appropriate supportive action recommended. In the event of withdrawal, as a result of unsatisfactory progress, refunds will only be made for sessions not yet attended, if advance payment has already been made.

Deferral and Refund

Should learners defer their studies due to extenuating circumstances, bbodance will facilitate the learner's return at a more suitable time. Fees paid in advance of deferment will be carried-over to the chosen completion year, and the learner's will be invoiced for the difference in fee as appropriate.

EVACUATION PROCEDURES

In the event of a fire, or other threat, leave the building by the nearest available exit as will be explained at the induction session. A bbodance member of staff will take a register at the assembly point. All remain at the assembly point, supervised by the bbodance staff member, until allowed to return to the building.

POLICY GOVERNING ACADEMIC MISCONDUCT

bbodance ensures that its assessment regulations are fully and fairly implemented. It will take action against any learner who contravenes these regulations through negligence or deliberate intent in any form of assessment.

The work presented for assessment must be the learner's own, or the work of a project group as requested by the tutor. Plagiarism is the representation of another person's published or unpublished work as the learner's own by unacknowledged quotation. It is not an offence if the material is acknowledged by the learner as the work of another through the accurate use of quotation marks and the provision of detailed references and a full bibliography

COMPLAINTS AND MALPRACTICE

Procedure for Complaints

bbodance acknowledges that errors occur in any situation and can be caused by any party. If a student wishes to make a complaint to bbodance it should initially be made to the Head of Teaching Qualifications. Any complaint will be treated seriously and dealt with promptly. All complaints officially received are recorded and subsequently monitored by the Quality Assurance Advisor.

If the complainant is not satisfied with the results of their complaint this can then be directed to the CEO.

Procedure for Reporting Malpractice

Should learners present written work, which does not conform to the academic rules or to published legislation the assessor must immediately contact the Head of Teaching Qualifications (HoTQ). An example of malpractice would be plagiarism.

Learners' procedure for reporting malpractice:

A learner would be able to make a claim of malpractice against bbodance if:

- it fails to follow any of its published procedures
- assessments do not match published assessment criteria
- results of assessments are not given to learners within the published time frame
- bbodance introduces any extra charges which have not been negotiated and agreed

The Organization will make every effort to deal urgently and properly with any instance of malpractice internally.

a) Invalid Certificates/Diplomas and the Regulatory Authority

If during an investigation into malpractice it is discovered that a Certificate has been inappropriately issued, the regulatory authority will be informed and the Certificate re-claimed by bbodance.

bbodance will make every effort to deal with any instance of malpractice internally, but is willing to share information of a common interest across Awarding Bodies through the Council for Dance Education and Training, and to co-operate fully with any investigations requested by the Qualifications and Curriculum Authority.

REASONABLE ADJUSTMENTS

In order to promote diversity and equality and adhere to current Disability Discrimination legislation, bbodance provides open access to learners who are eligible for reasonable adjustments in both practically and academically without compromising the assessment of the required skills, knowledge and understanding

(Definition of Reasonable Adjustment - APPENDIX C) & (Notification of Reasonable Adjustment - APPENDIX D)

SPECIAL CONSIDERATIONS PROCEDURE

Special considerations will be taken into account by the assessor at the time of the assessment and will be recorded and sent to bbodance Headquarters. Special considerations may result in a small post-assessment adjustment of the mark. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner. This procedure is designed to uphold the principle of fair assessment and cannot be used to promote the advantage of one learner over another.

DATA PROTECTION POLICY

(The Data Protection Act 1998 APPENDIX E)

bbodance is registered with the Information Commission. The data we ask from learners is relevant, not excessive and processed purely for the purposes of record keeping, assessment and communication. Information is kept securely and all of the bbodance's computers are virus protected. The only third parties who may access data on learners' achievements are the Society of Education and Training (SET) and, if requested, the Qualifications and Curriculum Authority and CDET. Learners have a legal right to see their information on the bbodance's system and to ask for it to be amended if it is incorrect.

HEALTH AND SAFETY

bbodance was one of the first societies to be involved in One Dance UK's 'Healthier Dancer Programme' and is committed to ensuring its practices are in accordance with healthy and safe dance practice. Safe dance practice is a significant component of all its teaching qualifications.

SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY AND PROCEDURES

bbodance is also committed to the "Safeguarding of Children" and the protection of "Adults at Risk". bbodance has a detailed safeguarding children and child protection policy and procedures and ensures it is regularly reviewed and that appropriate training is conducted. A full copy of bbodance's policy and procedures is available for the teachers of bbodance in the teaching members Log in section.

APPEALS (Full appeal outline APPENDIX F)

An appeal about assessment decisions is taken seriously, and receives urgent action. The circumstances under which you are entitled to appeal are:

- Irregular procedure by the module lecturer e.g. questions outside the limits of the learning objectives
- A clear mismatch between the lecturers questions and the published assessment criteria

HANDBOOK OF REGULATIONS APPENDIX

APPENDIX A - APPLICATION FOR EXTENSION OF DEADLINE (up to two weeks from set hand in date)

Learner's Name:		Level:	
Title of Assignment:		Module No:	
Module Tutor:		Original Deadline:	
Description of extenuating circumstances:			
Evidence of circumstances included: Yes /No (This would be a letter of confirmation from a medical practitioner)			

Extension date agreed: **Authorised by:** **Date:**

APPENDIX B - E&D PROCEDURES

- a) Every contact and procedure within the organisation is affected by bbodance's Equal Opportunities Policy including recruitment and appointments, customer service, teaching and examining
- b) Any changes made within the organisation must be consistent with the principles of equality and opportunity
- c) Contacts and procedures should avoid stereotyping people
- d) Ways of treating people and attitudes to issues such as dress, verbal and non-verbal behaviour must be non-discriminatory
- e) All learning resources, literature, marketing and publicity materials made available to client groups must be free from discriminatory assumptions, images and language

- f) Any discriminatory practice should be reported to the relevant line manager or senior personnel, who are responsible for investigating the matter and taking the appropriate action

IMPLEMENTATION OF PROCEDURES

a) Consultation with Learners for Teacher Qualifications

- All teacher qualification learners are requested to give feedback on their learning and assessment experiences, including the promotion of diversity and equality of opportunity. They are invited to make suggestions regarding methods of continuous improvement.

b) Complaints and Malpractice Procedure

- All centres, teachers, examiners, learners and parents/guardians are provided with copies of bbodance's Complaints and Malpractice Procedure which allows for appeals to bbodance through the HoTQ's to the Quality Assurance Committee on grounds of use of non-approved barriers to the access of opportunity and equality of assessment.

APPENDIX C - A DEFINITION OF REASONABLE ADJUSTMENT

Reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessments

Reasonable adjustments must not affect the integrity of the assessment, but may involve practical considerations in the way the examination is organised or carried out.

If, as a result of discussion with the potential learner, it is decided that the complete requirements of assessment cannot be met, s/he should be aware of:

- a) the range of options available, including any reasonable adjustments to enable demonstration of attainment in all areas
- b) any alternative progression as a result of not achieving certain outcomes

If as a result of these discussions it is decided that reasonable adjustments should be considered, a request should be made well in advance of the assessment to bbodance Headquarters (using the form in the Teaching Qualifications Handbook Appendices) for a Notification for Reasonable Assessment Adjustment form (NRAA) stating the reason for the request (including medical evidence e.g. doctors note, if necessary) and consequent learner requirements, which could include the following:

- a) allowance of extra time
- b) use of a different assessment location
- c) use of additional materials e.g. computer/overlays

It is essential that reasonable adjustment arrangements are approved before an assessment. A learner does not have to be disabled as defined by the Disability Discrimination Act 1995 (DDA) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment.

Allowing reasonable adjustment is dependent on the learner's needs and the extent to which they can facilitate the removal of barriers to fair assessment. Adjustment measures must not:

- a) affect the validity or reliability of assessment

- b) give learners in question unfair advantage over other learners undertaking similar assessment
- c) influence the final outcome of assessment decisions

Below are some examples of learner needs that may be eligible for adjustments to assessment. This list is not exhaustive and it should be noted that some learners needs will fall within more than one of the categories set out below:

- Communication and interaction needs
- Cognition and learning needs
- Sensory and physical needs
- Behavioural, emotional and social needs
- Learners for whom English is an additional language

IMPORTANT ACCOMPANYING EVIDENCE

Medical or expert evidence to support the application from appropriately qualified individuals may be included in an application. This should take the form of medical, psychological or professional reports or assessments. These reports should state the name, title, and professional credentials of the person who carried out the assessments and wrote the report. The report should set out the nature of the difficulty and extent to which the learner is affected, including the effects of any medication the learner may be taking. *An adjustment to assessment should only be considered where the difficulty experienced, places the learner at a substantial disadvantage, in comparison with persons who are not disabled.*

APPENDIX D - NOTIFICATION FOR REASONABLE ASSESSMENT ADJUSTMENTS (NRAA)

Learner's Name:		Level:	
Module number and Name:			
Assessment Date:			
Nature of Request:			
If the request for adjustment concerns a physical condition:			

Has the condition been confirmed by a medical practitioner?	
How might it affect the learner during the examination?	

Please send bbodance a copy of the medical report

Signed:

Date:

APPENDIX E - INFORMATION ON EXEMPTIONS AND EXEMPTION POLICY

Ofqual define exemption as the facility for a learner to claim exemption from some of the academic requirements of a Qualifications and Credit Framework (QCF) qualification, using evidence of certificated non QCG achievement deemed to be of equivalent value.

bbodance TEACHING QUALIFICATIONS EXEMPTION POLICY

Exemptions through Recognised Prior Learning (RPL) formally Accredited Prior Learning (APL) and Accredited Prior and Experiential Learning (APEL)

- Learners who have certificated achievements outside the QCF can claim exemption from units within bbodance's, QCF listed teaching qualifications that are deemed to be of equivalent value or above.
- The evidence must be authentic and presented in its original form.
- Exempted units do not have a credit value that can be banked and transferred to other QCF qualifications.
- Credits from expired and therefore currently inactive units that were within the QCF can still be counted towards a bbodance teaching qualification.

APPENDIX F – DATA PROTECTION ACT 1998

The eight principles of the Data Protection Act 1998 may be summarised thus. All data recorded by dance teachers concerning individuals with whom they come into contact (be they child or adult) must be:

- 1 fairly and lawfully processed
- 2 processed for limited purposes
- 3 adequate, relevant and not excessive
- 4 accurate
- 5 not kept longer than necessary
- 6 processed in accordance with the data subjects' rights
- 7 secure
- 8 not transferred to countries outside the European Economic Area (EEA) without adequate protection

Notification – In certain circumstances (but not all) dance teachers need to register with the Information Commission.

A dance teacher (the data controller) who holds personal data manually (i.e. not stored on a computer) is exempt from registration. All dance teachers, however, must comply with the eight principles of the Data Protection Act 1998.

A dance teacher who holds personal data on computer or other electronic means may be required to register with the Information Commission depending on the data held and the purpose/s for which it is held. If, for example, personal data is only stored for the dance teacher's accounting purposes and record keeping then it might be that registration is not required. This should always be confirmed with the Notification helpline on 01625 545740

A dance teacher who holds any health-related information electronically (e.g. on a computer, word processor etc.) must, without exception register with the Information Commission.

In summary:

- Where records held are 100% manually (i.e. not on a computer) there is no need to register with the Information Commission.
- If any information is held electronically then notification (registration) may be required except where data held is health-related when notification is compulsory.

Notification: For most organisations registration is £35 annually

Information Commissioner's Website: www.ico.gov.uk Notification helpline: 0303 123 1113

APPENDIX G – APPEALS

FIRST LEVEL OF APPEAL AGAINST AN IRREGULAR PROCEDURE OR CLEAR MISMATCH

Appeals should be made in writing, by the student only, and sent to the Head of Teaching Qualifications. The grounds of appeal should be set out, and the original (not a photocopy) of the report form should be sent by post.

Appeals should be postmarked no later than fourteen working days after the issue of results. bbodance will send an acknowledgement within seven working days and the appeal will be referred to the examiner/s for comment as appropriate.

The Head of Teaching Qualifications will reach a decision after receiving the comments from the student. The target date for resolving appeals is 21 working days from the date of receipt of the appeal. This may be extended should the Head of Teaching Qualifications wish to visit the student, or meet with any personnel involved in the appeal.

The outcome of a successful appeal may be (a) a revision of the marks awarded, or (b) the opportunity of a free re-examination, usually at the same centre. (a) Should the result of any individual learner improve as a result of an appeal, full refund of the examination fee will be granted. In the case of a successful group appeal, a refund of fees will be made in proportion appropriate to the outcome. (b) In the event of a re-examination being offered, bbodance recognises it will be in the interests of all concerned to arrange this to occur at the earliest possible date. Any such re-examination shall be deemed to terminate the appeal procedure.

SECOND LEVEL OF APPEAL AGAINST AN IRREGULAR PROCEDURE OR CLEAR MISMATCH

Those who are not satisfied with the decision of Head of Teaching Qualifications may proceed to a second level of appeal to the Chief Executive of bbodance. Such appeals should state the further grounds on which they are pursued, and should be postmarked no later than fourteen working days from the date of the previous decision. The original report form is not required. The further appeal will be handled in the same way as above.

A fee of £60-£100 should accompany second level appeals

THIRD LEVEL OF APPEAL AGAINST AN IRREGULAR PROCEDURE OR CLEAR MISMATCH

Those who are not satisfied with the decision of the Chief Executive may proceed to the highest level of appeal. All appeals at this level are dealt with by the Appeals Committee. The Committee comprises 2-3 members appointed by the Chairman of bbodance.

The members are:

- a) The Chairman of bbodance's Board of Trustees
- b) A member drawn from bbodance's Board of Trustees
- c) The Head of Teaching Qualifications or a neutral party

Any appeal at this level should state the further grounds on which they are pursued, and should be postmarked no later than fourteen working days from the date of the previous decision. The original report form is not required.

A fee of £60 - £100 should be enclosed with the further appeal.

OUTCOME OF THE APPEALS COMMITTEE

(APPEAL AGAINST AN IRREGULAR PROCEDURE OR CLEAR MISMATCH)

- a) The outcome of any appeal and possible subsequent action is entirely at the discretion of the Appeals Committee and there can be no further appeal
- b) The appellant would receive the written decision detailing any action to be taken within 14 working days of the appeal

- c) The Appeals Committee records its findings on material issues of fact setting out the reasons for its decision
- d) The appellant may request a copy of the record of the meeting
- e) The appellant does not have the right to veto any member of the Appeals Committee
- f) The Appeals Committee will meet at the earliest opportunity which is convenient to both the Committee members and the appellant
- g) All Appeals Committee meetings take place at the Headquarters of bbodance
- h) The appellant may only present themselves at the meeting. If for any reason the appellant needs to be accompanied by a 'representative', then this would be at the discretion of the Appeals Committee
- i) Any appeal about assessment decisions, or other decisions which have affected a learner or group of learners, is taken seriously by the Organization. Upon receipt of an appeal bbodance will take urgent action.

1. Advice of an Appeal

This procedure applies to all learners who are (a) registered for bbodance's Teaching Qualification Programme at Level 4 to 6 and (b) who appeal against the judgement of their assessors, the results of which affect their progress or Award.

2. Advice to Potential Appellants

Before taking a final decision as to whether to appeal or not, a learner is advised to speak to the Head of Teaching Qualifications informally to attempt to resolve the issue and to seek advice immediately on receiving their result. An appellant may not be presented with an award, which is the subject of an appeal until the appeals procedure has been concluded. An appeal cannot be initiated once an award has been conferred.

3. Procedure

If the learner decides to appeal, the following procedures will apply:

- a) The appellant must initiate the appeal no later than 7 days after the formal publication of results
- b) The appellant shall write to bbodance's Head of Teaching Qualifications, stating clearly the perceived injustice s/he is appealing against and the redress being sought. The Head of Teaching Qualifications should request a written response from the relevant member/s of faculty.
- c) The Head of Teaching Qualifications will consider the evidence, taking steps to secure additional information as s/he deems fit and will determine whether there is a *prima facie* case. If it is confirmed that there is no *prima facie* the appeal procedure will end, although the appellant may appeal to bbodance's CEO within 7 days of receiving the Head of Teaching Qualification's decision not to uphold the *prima facie* case. If the CEO of bbodance determines there is not *prima facie* case and the appellant still remains dissatisfied, then the appellant may appeal within 7 days to the Chair of bbodance's Board of Trustees whose decision shall be final. If the Head of Teaching Qualifications upholds the *prima facie* case s/he shall request bbodance to convene an appeal hearing.

If the CEO of bbodance determines there is no *prima facie* case the appeal procedure shall end. Where it is judged that there is a *prima facie* case the appeal will be progressed as follows:

- d) Within 7 days the Head of Teaching Qualifications shall convene a meeting of bbodance's Appeals Committee to take place no later than four weeks following the decision to uphold the *prima facie* case. At least 14 days' notice, in advance of the meeting, will be given to the appellant and bbodance's Appeals Committee.
- e) The correspondence arising from (a) and (b) will be submitted to bbodance's Appeals Committee, which has the powers to consider the appeal and decide upon it.
- f) The Appeals Committee will consider the appeal and may require the appellant to appear before it. The appellant may be accompanied by a person of his/her choice, who may, or may not, be a member of bbodance. The supporter may not be a member of any Committee which has considered at any time the work of the appellant.
- g) If called before the Appeals Committee, the appellant or his/her supporter may make a statement and the Appeals Committee may question the appellant. The appellant or supporter may respond to the questions.
- h) The Appeals Committee may also require the Head of Teaching Qualifications or his/her nominee to appear before the Appeals Committee to answer questions.
- i) The appellant and Head of Teaching Qualifications will appear separately.
- j) The appellant (and supporter) and the Head of Teaching Qualifications, or nominee, will be required to withdraw during the Appeals Committee deliberations, while a decision is being formulated. A decision may not necessarily be formulated at the time of the appellant appearing before the Appeals Committee. If it is necessary to reconvene a meeting of the Appeals Committee as a decision has not been reached this shall be undertaken in no less than 3 weeks following the initial hearing. The outcome of the decision and a record of the hearing will be forwarded to the External Examiner with the correspondence in (b) and the further comments in (c) above within two working days of when the decision is made.
- k) The decision will also be conveyed by bbodance to the appellant within two working days of when the decision is made.
- l) An appellant may withdraw the appeal at any point in the process. Once the appeal has been withdrawn, the appeal cannot be reinstated.

4. Condition of an Appeal

An appellant may not have an award conferred which is the subject of an appeal until the procedure has been concluded.

An appeal will not be considered unless it is initiated and progressed by the learner personally. (This does not affect the appellant's right to a supporter.) No substantive correspondence or discussions will be entered into by bbodance with a third party unless the student specifically requests this.

AN APPEAL CANNOT BE INITIATED ONCE THE AWARD HAS BEEN CONFERRED

APPENDIX H – VIDEO FILE SUBMISSION GUIDELINES

All video files must be submitted via YouTube. Each video must be labelled with the student's name, module and title of video, e.g. 'Teaching Practice 1'.

Please see below for how to upload and share your work:

Create a YouTube account/sign in

Upload video and set to private

Under private, go to share and enter bbodance@gmail.com to share video with us

(Please note, you will need to verify your account to upload videos longer than 15 mins)