
Specification

Level 6

Diploma in Dance Teaching

bbodance

Qualifications regulated in England and Wales

This specification is valid from October 2020.

Contents

Contents	2
Summary, Objectives, Aims and Philosophy	3
Qualification Title and Numbers	3
Objectives.....	4
Aims.....	4
Fitness for purpose	5
Entry Criteria	6
Delivery of the Qualification	7
Mode & Schedule of Delivery	7
Module Outlines	11
Marks and Achievements	25
Achievement Categories.....	25
Achievement Descriptors.....	25
Teaching Resources	27
Reading List	27
Useful Resources.....	27

Summary, Objectives, Aims and Philosophy

Qualification Title and Numbers

Qualification Title	Ofqual Qualification Number	Qualification Wales Approval/Designation No.
Level 6 Diploma in Dance Teaching	601/7205/8	C00/1720/2

The Level 6 Diploma in Dance Teaching develops the pedagogic knowledge and skills accumulated during the theoretical and practical components of **bbodance** Level 4 and 5, or alternative recognised dance teaching qualifications enabling students to apply them to their own professional teaching practice.

The main objective of this course is to enable students to work in the academic environment, as well as on an independent basis at Level 6 while focusing on specific genres, age phases, and teaching and learning practices. Modules in dance science, physical, social, and emotional development, and wider professional dance practice will help students understand current teaching and learning trends.

Objectives

Learning objectives that define the expected goal of the Level 6 Diploma in Dance Teaching qualification in terms of demonstrable skills or knowledge that will be acquired.

- To demonstrate knowledge and understanding of dance science applicable to teachers
- To demonstrate knowledge and understanding of the physical, social and emotional development of dance students
- To demonstrate knowledge and understanding of the wider dance practice and to develop their own practice within this
- To demonstrate knowledge and understanding of how to plan, deliver and develop their own dance teaching practice.
- Undertake independent research to gain in-depth knowledge of a dance teaching

Aims

The Level 6 Diploma in Dance Teaching aims to develop the pedagogic knowledge and skills learners have accumulated through theoretical and practical components of the Level 4 and 5 courses so they may be able to apply them to their own practice in the professional industry. The main objective of this programme is to enable learners to work academically and independently at Level 6 with a focus on their chosen specialist dance genre or age phase specific teaching and learning practices. The qualification consists of five mandatory Modules. The qualification comprises of two modules which focus on developing knowledge of dance teaching and know to apply this. These modules are complimented by a further three modules including dance science, physical, social and emotional development and wider professional dance practice that will continue to inform and update the learners understanding of trends in the current teaching and learning environment.

Fitness for purpose

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

- The Head of Teaching Qualification 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://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
- Modular training day feedback and full course feedback system
- CDMT member - Council for Dance, Drama and Musical Theatre

Entry Criteria

The qualification is aimed at learners who have studied Graded and Vocational Graded Examinations in Dance, or equivalent, and wish to progress to become a qualified dance teacher and/or for experienced dance teachers with no previously recognised qualification who wish to undertake professional development.

- A Level 5 Teaching Qualification from **any** recognised awarding organisation
- **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 **16+ 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/> (Accessed January 22nd 2020)

Delivery of the Qualification

Mode & Schedule of Delivery

Onsite UK Academic Calendar*	Online UK Academic Calendar*
October – June	October -June
*The module schedule may be subject to change and the full course delivery dates and summative assessment dates will be provided via a diary a fortnight in advance of course commencement dates	

Module Total Credits: 120 Total Qualification Time (TQT): 1200 hrs

Guided Learning Hours (GLH): 98 hrs.

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

Onsite Course Structure & Support

***NB all webinars will additionally be provided as a recording to enable flexibility on attendance via access at a more suitable time for your diary of study.**

- An overview of all module training days and summative submission dates is provided on an academic year planner.
- The Virtual Learning Environment will enable students' full access to course and modular content and a wide range of learning resources.
- A course overview webinar via an online video communications platform will take place 7 -10 days before the first onsite training day.
- In advance of each module you will be sent an outline for the training days, including course content, reading materials including essential academic articles as pre reading resources and any tasks or questions to prepare. The venue and timings of each day will be confirmed, and you will be advised on what you are required to bring to the course, for example practical dance clothes.
- On the training day will you be provided with support learning resources including the assignment brief for each Module. This will provide clarification on the aims of the Module and Learning Outcomes, the support provided for the module via your personal tutor (including online video conference application, phone or in person tutorials and written feedback) and the summative hand in dates.
- Post training day you will be sent electronic copies of all the support learning resources from the training days and additional support training materials to aid clarification and development.
- Additional course support is provided by the Teaching Qualification coordinator.
- Additional modular and career development support is provided by Head of Teaching Qualifications.

Online Course Structure & Support

***NB all webinars will additionally be provided as a recording to enable flexibility on attendance via access at a more suitable time for your diary of study.**

- An overview of all module release dates, and summative submission dates is provided on an academic year planner.
- The Virtual Learning Environment will enable students' full access to course and modular content and a wide range of learning resources.
- Full information regarding the delivery and structure of the course will be sent to each student prior to the start of the course in the form of the Online Student Manual. This includes information regarding accessing course lectures and learning journals on the bbodance Teaching Qualifications Virtual Learning Environment (VLE).
- A course overview webinar via an online video communications platform will take place 7 -10 days before the first modular release day.
- For each module a Virtual Learning page is provided that includes a Learning Journal to take the student step by step through the module and this includes the assignment brief for each Module which provides clarification on the aims of the Module and Learning Outcomes, the support provided for the module via your personal tutor (including Online video conference application, phone or in person tutorials and written feedback) and the summative hand in dates. All learning resources are embedded onto the Virtual Learning page. Students also have access to a modular forum board to share questions and ideas and this is monitored and responded to via the module leader.
- Peer learning opportunities and support will be provided via a virtual communication platform. Details of these webinars and group tutorials will be included in the Learning Journal: module assignment briefs, and an overview of these will be provided on the course planner. Additionally, these sessions will be recorded and the link to these films will be made available on the Virtual Learning page. This allows students to retain flexibility regarding their time commitments.
- The Teaching Qualification coordinator provides additional course support.
- Additional modular and career development support is provided by Head of Teaching Qualification.

Module Outlines

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

Module Descriptors

This module focuses on dance science considerations. Students will develop knowledge of dancers anatomical, physiological and psychological principles that impact on their pedagogic practice. Health and lifestyle, injury prevention and management and supplementary training for dancers will also be explored to ensure that learners apply a holistic approach to their teaching practice.

Mode of Assessment

Assessment Guidance & Assessment Tasks

This module is assessed through one Assessment Task:

1. A filmed 45-75 minute teaching practice that implements key understanding from current dance science studies and this will be supported by a written lesson plan that includes a rationale, lesson content and evaluation. Students may complete this teaching practice via an onsite studio class or via an online live virtual communication platform class. (100%).

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>1. Demonstrates an understanding of safe practice in the dance teaching environment</p>	<p>1.1 Checks studio for hazards, clear exits, security, appropriate temperature and ventilation before use to ensure safe practice</p> <p>1.2 Ensures clothing and footwear for teacher and students is appropriate to genre, setting and level.</p>
<p>2. Identifies anatomical, physiological and psychological principles that impact on the training dancer and their pedagogic practice</p>	<p>2.1 Demonstrates good understanding of anatomical, physiological and psychological principles that impact on the training dancer in their teaching practice</p> <p>2.2 Demonstrates good understanding of anatomical, physiological and psychological principles that impact on the training dancer in their presentation and supporting documentation</p>
<p>3. Demonstrates an understanding of injury prevention and the management of common dance injuries</p>	<p>3.1 Demonstrates knowledge and understanding of dance injuries and their causes</p> <p>3.2 Demonstrates knowledge and understanding of the increased risk of injury for specific age groups and adapts work set and its intensity accordingly</p> <p>3.3 Schedules warm-up and cool down time within their teaching practice</p>

4. Ability to present written and practical work of the required standard

4.1 Appropriately referenced for Level 6 academic study

4.2 Precise and clear presentation of work

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

Module Descriptors

This module focuses on the understanding of child development as central to the work of all individuals who care for and teach dance students. Through the exploration of students' development intellectually, physically, socially and emotionally; learners will examine, create and apply teaching strategies, which aim to address each individual student's capabilities, needs and strengths with a focus on the importance of inclusive practice from a developmental perspective.

Mode of Assessment

Assessment Guidance & Assessment Tasks

This module is assessed through one task:

1. A 20-minute presentation on the physical, social and emotional issues encountered by a specific learner followed by a 10-minute seminar to be facilitated with one's peers or audience. Post presentation date, students will be required to submit the PowerPoint used for the presentation that includes a final slide(s) that includes a final reflection on the seminar. Onsite students must attend the scheduled date for the presentation that will be made to their cohort. Online students must attend a scheduled date on a virtual communication platform for their presentation that will be made to their cohort. (100%)

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>1. Identifies the specific stages of physical development in a training dancer</p>	<p>1.1 Ability to identify and consider significant physical changes throughout a training dancer's development</p> <p>1.2 To consider physical development in their own teaching practice</p>
<p>2. Identifies the specific stages of social development in a training dancer</p>	<p>2.1 Ability to identify and consider significant social changes throughout a training dancers development</p> <p>2.2 To consider social development in their own teaching practice</p>
<p>3. Identifies the specific stages of emotional development in a training dancer</p>	<p>3.1 Ability to identify and consider significant emotional changes throughout a training dancers development</p> <p>3.2 To consider emotional development in their own teaching practice</p>
<p>4. Research and implement teaching and learning strategies to develop inclusive teaching</p>	<p>4.1 Research on the physical, social or emotional issues encountered by a specific learner</p> <p>4.2 Demonstrate new teaching strategies adopted to address the physical, social or emotional issues encountered by a specific learner</p> <p>4.3 Evaluate new teaching strategies</p>
<p>5. Ability to present practical and written work of the required standard</p>	<p>5.1 Appropriately referenced for Level 6 academic study</p> <p>5.2 Precise and clear presentation of work</p>

Module Code and Title	6.3 Wider Professional Dance Practice		
Credit Value	20	Study Hours/GLH	200/19

Module Descriptors

This module explores current professional practice and will provide students with an overview of present debates and emerging policies in the wider dance teaching and learning environment. The module will explore a range of professional dance jobs and career paths and aims to give the students a realistic understanding of existing professional development and employment opportunities within the industry.

Mode of Assessment

Assessment Guidance & Assessment Tasks

This module is assessed through two tasks:

1. The creation of an individual career plan which is reflective of their learning journey to date and supports progression (50%)
2. A 20-minute case study seminar presentation on a current topic of discussion in dance teaching, as agreed with the module leader. Onsite students must attend the scheduled date for the presentation that will be made to their cohort. Online students must attend a scheduled date on a virtual communication platform for their presentation that will be made to their cohort. (50%)

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>1. Demonstrates an understanding of current professional practice, debates and emerging policies in the wider dance teaching and learning environment</p>	<p>1.1 Identifies and analyses current professional practice, debates and emerging policies which impact on their pedagogic development</p> <p>1.2 Evaluates the significance of emerging policies on their future practice</p> <p>1.3 Demonstrates the ability to contextualise their practice</p>
<p>2. Demonstrates an awareness of key organisations and companies in the wider dance teaching and learning environment</p>	<p>2.1 Identifies key organisations and companies that are significant to their genre specialism and practice</p> <p>2.2 Evaluates the significance of key organisations and companies structures in relation to potential progression in their pedagogic practice</p>
<p>3. The ability to explore a range of professional, progressive options with a realistic understanding of existing professional development and employment opportunities within the industry</p>	<p>3.1 Identifies current professional dance teaching jobs and career paths</p> <p>3.2 Demonstrates an awareness of existing professional development and employment opportunities within the industry which are realistic and appropriate to their personal pedagogic progression</p> <p>3.3 Reflects and evaluates their professional development needs in relation to the current market</p>
<p>4. Demonstrates an understanding of current funding and marketing initiatives in dance pedagogy</p>	<p>4.1 Demonstrates an awareness of potential government and private sources of funding which are relevant to their specialism area of pedagogic practice</p> <p>4.2 Demonstrates an awareness of potential marketing initiatives which are relevant to their specialism area of pedagogic practice</p>

<p>5. Ability to identify and evaluate areas for development in self-practice through ongoing reflection</p>	<p>5.1 Creates an individual career development plan that includes a detailed list of aims and objectives</p> <p>5.2 Creates an individual career development plan which is reflective of their learning journey to date</p>
<p>6. Ability to present practical and written work of the required standard</p>	<p>6.1 Appropriately referenced for Level 6 academic study</p> <p>6.2 Precise and clear presentation of work</p> <p>6.3 Demonstrates an engaging presentation style that includes evidence of research techniques</p>

Module Code and Title	6.4 Teaching Practice in Action		
Credit Value	30	Study Hours/GLH	300/18

Module Descriptors

This module enables students to integrate learning from previous modules with their practice through the undertaking of a practical teaching assessment in a dance genre of their choice. The student's professional pedagogic practice will be evidenced through 60 hours of teaching that has been supported by lesson planning and progressive schemes of work. Students may complete these teaching hours via onsite studio classes or via an online virtual communication platform, or a combination of both settings.

Onsite students will complete an observed teaching practice and this will be scheduled for a venue and date as chosen by the student, and then this will be agreed with the module leader. Online students may complete a filmed teaching practice via an onsite studio class or via an online live virtual communication platform class. A lesson plan and relevant schemes of work must be submitted in advance. All written work must demonstrate the student's ability to identify and analyse a range of teaching and learning strategies within curriculum design and practice, which address diversity and inclusivity. The integration of these pedagogic theories must be demonstrated through the clear and continuous reflection and evaluation of self-practice in relation to personal development. All written work must be appropriately referenced for Level 6 academic study.

Mode of Assessment

Assessment Guidance & Assessment Tasks

This module is assessed through three tasks:

1. Final genre, syllabus (if relevant) and level specialism Teaching Practice assessed through observation that includes a 30-minute VivaVoce (40%)
2. A teaching file that includes Schemes of Work (SOW) for 60 hours, 4 x Lesson Plans; each comprising a Rationale (500 words), Class Content Illustration (table), and Evaluation (500 words) (30%)
3. Extended Critical Evaluation of the process and future intent(1500 words)(30%)

As a student and Associate Member of bboardance 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 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

Code of Professional Conduct by Council for Dance, Drama and Musical Theatre (CDMT), accessed 15th January 2020, https://cdmt.org.uk/images/RA_SUpporting_Documentation/Code-of-Professional-Conduct-for-Teachers-2017.pdf

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>1. Demonstrates the integration of a range of teaching and learning strategies within curriculum design and practice which address diversity and inclusivity</p>	<p>1.1 Identifies and analyses a range of teaching and learning strategies</p> <p>1.2 Demonstrates the integration of appropriate teaching and learning strategies within curriculum design and practice</p> <p>1.3 Analyses of the appropriateness of teaching and learning strategies to address specific diversity and inclusivity considerations on personal practice</p> <p>1.4 Identifies areas for development in their employment of creative pedagogic theories in order to ensure continued reflection and evaluation is achieved</p>
<p>2. Ability to plan and create a progressive scheme of work, rationales, lesson plans and reflective evaluations which support their teaching practices</p>	<p>2.1 Create a progressive scheme of work in reflection of learners needs showing continuity and progression</p> <p>2.2 Create lesson plans which are progressive and reflective of both the teachers personal pedagogic practice and learners progression</p> <p>2.3 Demonstrate the ability to continuously analyses reflect on the learning strategies employed in personal practice</p>
<p>3. Ability to employ a wide range of appropriate resources and teaching aids</p>	<p>3.1 Demonstrates the appropriate selection and use of resources to enhance learning</p> <p>3.2 Reflects and evaluates effectiveness of teaching resources in relation to future planning</p>

<p>4. Ability to deliver practical dance lessons which are appropriate to the level and abilities of the participating learners</p>	<p>4.1 Demonstrates confidence and creativity in the delivery of practical dance lessons</p> <p>4.2 Demonstrates consideration of the level and abilities of the participating learners in the delivery of practical dance lessons</p> <p>4.3 Reflects and evaluates the appropriateness of their methods of delivery in relation to participating learners level, abilities and progression</p>
<p>5. Ability to identify and evaluate areas for development in self-practice through ongoing reflection</p>	<p>5.1 Demonstrates clear and continuous reflection and evaluation of self-practice in relation to personal development</p>
<p>6. Ability to present written work of the required standard</p>	<p>6.1 Appropriately referenced for Level 6 academic study</p> <p>6.2 Precise and clear presentation of work</p>

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

Module Descriptors

This module offers students the opportunity to further their critical understanding in their chosen specialist dance genre or age phase specific teaching and learning practices, through undertaking a professionally focused academic research project. Students will negotiate an area of study with the module leader and will agree upon the content, learning outcomes and assessment - this will be formalised in a personalised learning agreement. Students will develop the ability to competently research and write a professionally focused academic report, which is coherent and well-structured to meet Level 6 requirements. Learners will develop the ability to reflect analytically, accounting their pedagogic journey in direct relation to their chosen area of subject specialism.

Mode of Assessment

Assessment Guidance & Assessment Tasks

This module is assessed through two integrated tasks:

1. A **3500** word report on an area of subject specialism of study as agreed with the module leader (the agreement of content, learning outcomes and assessment will be formalised in a personalised learning agreement) (75%)
2. A **1000** word reflective journal which evaluates learning from the report in line with personal pedagogic practice (25%)

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>1. Ability to research and investigate current good practice in their chosen subject specialism area of study</p>	<p>1.1 Demonstrates a good understanding of current good practice in their chosen subject specialism area of study</p> <p>1.2 Identifies and evaluates areas for development in their current practice</p>
<p>2. Demonstrates the ability to competently research current literature and relevant policies to inform understanding of a chosen topic using a variety of sources</p>	<p>2.1 Undertakes appropriate literature and policy research</p> <p>2.2 Critically reviews relevant information from literature searches</p> <p>2.3 All research sources are correctly referenced in both the body of the text and through the employment of a supporting bibliography</p>
<p>3. Prepares a coherent project proposal that clarifies the focus and structure of their investigation</p>	<p>3.1 Demonstrates the ability to write a well research and structured project proposal</p>
<p>4. Writes a well-argued and coherent report</p>	<p>4.1 Demonstrates the ability to write an academic report, which is coherent and well-structured to meet Level 6 requirements</p>
<p>5. Evaluates own practice in subject specialist teaching and learning area in light of identified good practice</p>	<p>5.1 Identifies personal pedagogic skills in subject specialist teaching and learning area</p> <p>5.2 Evaluates and reflects on their current teaching skills and development in light of identified good practice</p>
<p>6. Ability to present written work of the required standard</p>	<p>6.1 Appropriately referenced for Level 6 academic study</p> <p>6.2 Precise and clear presentation of work</p>

Marks and Achievements

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

Defer; the required standard has not been achieved

- 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 at not satisfactory

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.

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 reregistration fee.

Teaching Resources

The following resources are available for all students:

- Graded examination specification: <https://bbo.dance/dance-with-us/syllabus>
- An updated reading list is provided via the module leader and sent electronically or directly onto the students Virtual Learning Environment

Reading List

Essential Reading

- Jasper, L. and Briggs, J. and Davies, S. (2016). *Dance Teaching and Learning Shaping Practice: Shaping Practice*. One Dance UK.
- Petty, G. (2009). *Teaching Today A Practical Guide*. Nelson Thornes.

Useful Resources

An extensive list of resources for teachers

- Resource Lists for Teachers of Dance compiled by Fiona Smith:
<https://www.onedanceuk.org/resource/resource-lists-for-teachers-of-dance-compiled-by-fiona-smith/>

Additional resources

- EthicsDance The ethics dance site emerged from doctoral studies into ethics and dance by dance and health education consultant Dr Sho Botham:
<http://www.ethicsdance.co.uk/downloads.html>
- The Institute for Dance Science and Medicine: <http://www.danceuk.org/healthier-dancer-programme/national-institute-dance-medicine-and-science/>
- TES (Times Educational Supplement) <https://www.tes.co.uk/teaching-resources>
- Continuing Professional Development offered throughout the year by bbodance:
<https://bbo.dance/train-with-us/continuing-professional-development>
- Video and written syllabus resources in Classical ballet, Jazz, Modern, Tap, Musical Theatre and Contemporary: <https://bbo.dance/uk-members> and <https://bbo.dance/australasian-member>