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# Teaching Qualifications

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## Student Handbook

Regulations, Policies and  
Procedures

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2022-2023

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## Welcome

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Welcome to the bbodance Teaching Qualifications! bbodance is dedicated to your development as a dance teaching professional by providing a range of courses to support your needs and enhance your career prospects. Whether you are beginning your journey to become a qualified dance teacher or are continuing your learning with us, this handbook provides you with important information required to support an effective and informed learning process.

This handbook covers the following courses:

- Level 3 Certificate Dance Teaching Assistant
- Level 4 Diploma in Dance Teaching
- Level 5 Diploma in Dance Teaching
- Level 6 Diploma in Dance Teaching

## bbodance Membership

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All learners on the bbodance Teaching Qualification courses are given Associate Membership with bbodance free of charge for the duration of their course, subject to completing enrolment. Login details to the Members Area of the bbodance website are provided to learners.

On graduation of the Level 5 and Level 6 Diploma in Dance Teaching, learners are eligible to become bbodance Registered Teachers.

Full details on bbodance membership can be found here

<https://bbo.dance/membership>

## Course Delivery

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As a bbodance student, you are provided with an Outlook email address for your studies and access to a Virtual Learning Environment (VLE), SharePoint, for your course documentation. All email communication relating to your course will be through your Outlook email account. Your module materials on SharePoint include: a Course Planner or Schedule of Delivery; a Course Handbook or module Learning Journal that details the module content, study tasks and formative and summative assessment requirements; a list of resources to support your learning; readings, video links, presentation slides and webinar recordings; and templates. In addition, you are assigned a dedicated tutor for each module who supports your learning journey and preparation for assessment.

Details of how to set up your Outlook email account and access SharePoint are provided below.

## Who to Contact

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Throughout your studies you will have questions and may encounter some difficulties or challenges. This is perfectly normal, and we are here to help! The following table provides a list of common issues and who to contact if you experience any of these issues. If you are not sure who to contact, your module tutor can advise you.

Level	Issue	Contact
Level 3	<ul style="list-style-type: none"><li>I can't access my Outlook email account</li><li>I can't access the SharePoint site</li><li>I'm struggling to upload my assessments to Dropbox</li><li>I have an issue with fee payments</li></ul>	Teaching Qualifications Course Coordinator, Courtney Goldsmith at <a href="mailto:level3@bbo.dance">level3@bbo.dance</a>
Levels 4, 5, 6	<ul style="list-style-type: none"><li>I can't access my Outlook email account</li></ul>	Teaching Qualifications Course Coordinator,

	<ul style="list-style-type: none"> <li>• I can't access the SharePoint site</li> <li>• I'm struggling to upload my assessments to Dropbox</li> <li>• I have an issue with fee payments</li> </ul>	Courtney Goldsmith at <a href="mailto:tq@bbo.dance">tq@bbo.dance</a>
<b>All Levels</b>	<ul style="list-style-type: none"> <li>• I need help with my module study</li> <li>• I'm struggling to understand the module content and/or assessment</li> <li>• The resource web link for the required reading isn't working</li> <li>• I'd like to buy a book for this module but don't know which book to buy</li> <li>• I'm unwell and unable to attend the webinar/Training Day</li> <li>• I don't know if my tutor received my formative assessment submission</li> <li>• My formative assessment feedback was due last week and I haven't received it yet</li> </ul>	Your Module Tutor
<b>All Levels</b>	<ul style="list-style-type: none"> <li>• I have a disability and need additional help/support with my studies and assessment</li> <li>• I'm unwell/have tested positive for COVID/have suffered an injury or accident/have suffered bereavement and am struggling to manage my studies or complete my assessment on time</li> <li>• My circumstances have changed and I do not think I can continue/complete my course</li> <li>• I'm confused by my assessment result and do not fully understand my tutor's feedback</li> <li>• I don't think this course is right for me and would like to know my options</li> </ul>	Teaching Qualifications Manager, Shelly Saint-Smith at <a href="mailto:shelly.saint-smith@bbo.dance">shelly.saint-smith@bbo.dance</a>

	<ul style="list-style-type: none"><li>• I'm interested in continuing my studies and would like to know my options</li></ul>	
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## Accessing Your Outlook Email Account

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At the beginning of the course you will be sent Outlook account login credentials which you will use for the duration of the course. The formula for the email and login is:

**Email:**

**firstname.surname.bbo@outlook.com**

**Password:**

**TQLevel3! (Level 3 Student)**

**TQLevel4! (Level 4 Student)**

**TQLevel5! (Level 5 Student)**

**TQLevel6! (Level 6 Student)**

Log into Outlook (**outlook.live.com**) and reset your password. In your Outlook email account, you will receive an invitation to **view** the bbodance Level 3, 4, 5 or 6 Teaching Qualifications SharePoint main site. Be sure to bookmark and save the site(s) so you can easily access it in your preferred internet browser.

If you have any problems with your Outlook email account and/or SharePoint, please email [level3@bbo.dance](mailto:level3@bbo.dance) for problems relating to Level 3, [tq@bbo.dance](mailto:tq@bbo.dance) for problems relating to Levels 4, 5 & 6.

Remember to check your junk folder in your Outlook account regularly!

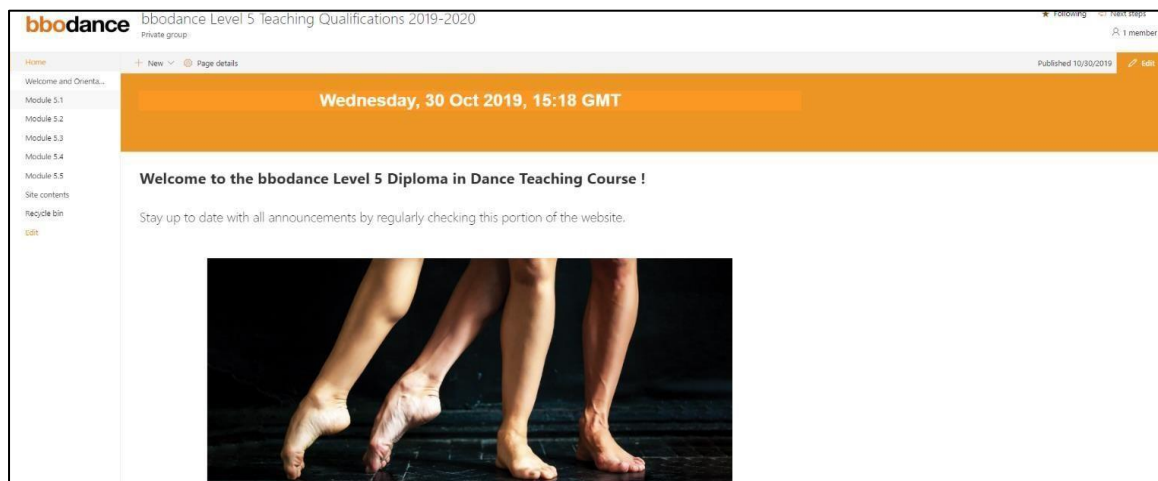
# SharePoint

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The course materials are accessed via SharePoint. You will be sent SharePoint login details to your Outlook email account and you will receive an invitation to view the bbodance course you have enrolled on.

## SharePoint Main Site

Be sure to bookmark and save the SharePoint main site page so you can easily access it in your preferred internet browser.



The Teaching Qualifications Level 3, 4, 5 or 6 SharePoint site is the main resource for your course and contains all the information and resources you need in order to complete each module.

## Sub-pages

The Teaching Qualifications sites are divided into sub-pages:

1. Welcome and Orientation
2. Course Modules

The module sub-pages will be accessible at different stages throughout the duration of course to stagger the amount of work that must be completed. In the schedule of delivery provided, each module has clear dates of completion which

you must adhere to. Module pages will be accessible from the first day of each module.

You are likely to be working on more than one module at a time therefore you should ensure that you are familiar with the schedule of delivery and have access to relevant module materials prior to training days/assessment submissions.

## Tutor Support

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Each module tutor will provide several forms of support throughout the course. Per module, you are entitled to:

1. Live and recorded webinars delivered by your tutor
2. Individual and group tutorials
3. Tutor and peer facilitated verbal feedback on formative practical assessments (where applicable), e.g. presentations.
4. Written feedback on formative submissions of each module assessment
5. A written report on summative submissions for each module assessment

The contact details for tutors are provided in the Learning Journal. If there is more than one tutor per module you will know who your tutor is as they will email you to introduce themselves. Please email your tutor with any questions directly relating to the module.

## Webinars and Training Days

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The Course Planner or Schedule of Delivery and Learning Journal indicate the dates and times of webinars/Training Days for each module. You are required to attend all webinars/Training Days as live learning and interaction with your tutor and peers is essential to your understanding of module content and practical work.

If you experience extenuating circumstances that prevent you from attending a webinar or Training Day, you must inform your tutor. Recordings will be made available to allow you to catch-up on or re-visit topics covered.



# Assessment Submissions

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There are two types of assessment submission for each module:

1. Formative (Draft) Submission
2. Summative (Final) Submission

**Formative Submission** is submission of a draft version of your final assignment for feedback from your tutor. The specific requirements of formative submission are outlined in the module Learning Journal. All formative submissions have a submission date, indicated in the Learning Journal but if you are struggling to meet the deadline, you must contact your tutor **prior to** the deadline to agree an adjusted formative assessment submission date.

**Summative Submissions** are final versions of all assignments that will be formally assessed by your tutor and awarded a mark that represents your achievement of the learning outcomes of the module. All summative submissions must be received by the date indicated in the Learning Journal.

You should submit both your formative and summative assignments via the Dropbox links provided in the Learning Journal. If there are problems with your submission, please contact [tq@bbo.dance](mailto:tq@bbo.dance) for Levels 4, 5 and 6 or [Level3@bbo.dance](mailto:Level3@bbo.dance) for Level 3.

**Late Submissions:** Late submissions will receive a mark of zero unless an extension has been authorised by the Teaching Qualifications Manager (see Extensions for Summative Assessments below).

**Non-Submission:** Failure to submit coursework, without confirmed extenuating circumstances, will not only result in a mark of zero being awarded but may also be deemed as failure to make progress with your studies and/or ceasing to participate in the course. This may result in termination of registration.

**Re-Submission:** If you fail an assessment, it means that your work has not met the learning outcomes at an acceptable standard in relation to the expectations of your level of study. Failure may also be due to late or non-submission or evidence of plagiarism in your work (see Academic Integrity). You will be given one further attempt to pass the assessment, called a re-submission.

Re-submissions are normally due within 10 working days of notification of the need to re-submit and require payment of a re-submission fee. You are entitled to 1 hour of additional tutoring per re-submission.

## Labelling Your Work

All assessment submissions must be properly labelled using the following formula:

**Surname\_Firstname\_ModuleCode**

**Smith\_Alex\_5.1**

If the module has more than one assessment component you should ensure your document is clearly labelled, for example:

**Surname\_Firstname\_ModuleCode\_AssessmentName**

**Smith\_Alex\_5.5\_TeachingPractice1**

**Smith\_Alex\_5.5\_LessonPlan1**

On the document you are submitting please also add your name and the module code to the Header (if a Word Document). If you are submitting a video or presentation recording, please ensure you say your name and module code clearly at the beginning.

## Extensions for Summative Assessments

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We know that sometimes life does not run smoothly and you may experience circumstances that affect your ability to complete and/or submit your summative assessments. These circumstances are called extenuating circumstances. If you are experience extenuating circumstances, you can apply for an extension to the submission date for your summative assessments.

## Extenuating Circumstances and Evidence Required

You will be granted an extension if any of the following extenuating circumstances apply. Evidence will need to be provided with your application for an extension to verify your circumstances.

<b>Extenuating Circumstance</b>	<b>Evidence Required</b>	<b>Length of Extension</b>
Minor illness, such as cold, flu, stomach bug, migraine	No evidence required	1 week
Accident or injury	Copy of accident report provided by a police officer, or letter or other evidence confirming hospitalisation or medical treatment	Depends on circumstances and timeframe of treatment/recovery
COVID, including testing positive for COVID, being unable to teach due to your students testing positive for COVID, being stranded abroad due to government changes without access to your course materials	Lateral Flow or PCR test results (if you test positive)	1-2 weeks, depending on the circumstances  Additional time may be given if the circumstances require it
Serious illness or long-term health problem worsening (lasting for more than 7 days)	Letter from a medical practitioner confirming tests, diagnosis and/or treatment, indicating the period of time affected	Depends on circumstances and timeframe of treatment/recovery
Bereavement through the death of a close relative or significant other	Not required	2 weeks in the first instance
Other exceptional circumstances such as significant adverse personal or family circumstances	Contact the Teaching Qualifications Manager	Depends on circumstances
Jury Service, if the student is unable to defer the service to a later date	A letter confirming the Jury Service	Depends on length of service
Administrative issue where the fault lies with bbodance, e.g. non-receipt or delayed	Confirmation from tutor	1 week

receipt of formative feedback		
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The following are **not** considered extenuating circumstances and you will not be granted an extension if:

- You have computer issues
- Your work has been lost/deleted and you do not have a backup of your work
- You have technical issues with submission that we have not been made aware of on or before the submission date
- You are on holiday, attending an event or if you are performing
- You have not managed your time effectively

We recommend that you regularly backup your work to avoid accidental loss of assignments, that you contact your module tutor if you are behind or struggling with your studies, and that you make us aware of any prior commitment that may affect your ability to undertake or complete an assessment.

In situations where your extenuating circumstances are likely to impact both your assessments and your ability to continue with your studies for the time being, it may be preferable to suspend your studies. The Teaching Qualifications Manager will discuss with you the option of suspending your studies if applicable.

### **Applying for an Extension**

Please complete the Application for Extension Deadline form (Appendix B), which you can download from the Welcome page on SharePoint and submit your form and any required evidence to the Teaching Qualifications Manager.

If you miss the extended deadline without agreement of a further extension, you will be awarded a mark of zero for the module and will normally be required to re-submit. This will delay your studies and achievement of your teaching qualification.

# Disability Support and Reasonable Adjustments

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bbodance is subject to the Equality Act 2010 (“the Act”) which consolidates the Disability Discrimination Act of 1995, the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005. The Act requires that bbodance pays due regard to the need to “advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.”

## Definition of Disability

The Equality Act confirms that a person has a disability if:

- (a) they have a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

According to the Act, the effect of an impairment is considered long-term if:

- (a) it has lasted at least 12 months;
- (b) the period for which it lasts is likely to be at least 12 months; or
- (c) it is likely to last for the rest of the life of the person affected.

Some examples of disability are:

- Specific Learning Difficulty (SpLD) such as dyslexia, dyspraxia or attention deficit disorder
- Asperger/Autism
- Mental health difficulties, e.g. long-term depression and anxiety
- Mobility issues
- Long-term medical conditions, e.g. chronic fatigue syndrome, diabetes, asthma, cancer, endometriosis, lupus, Crohn’s Disease, Ulcerative Colitis, Epilepsy, Hypermobility Syndrome
- Deaf/hard of hearing
- Blind/Visual impairment

## Reasonable Adjustments

bbodance provides reasonable adjustments when learning, teaching and/or assessment “puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled”.

A reasonable adjustment is a reasonable variation or alteration made so that a disabled student can access without disadvantage the educational opportunities offered without compromising the expected academic standards. Such reasonable adjustments apply to:

- the delivery of teaching, consistent with the learning outcomes of a course or module
- the examination and assessment process, consistent with academic standards

bbodance is not required to make adjustments to learning outcomes or assessment criteria; instead, adjustments are applied to the way in which the learning outcome and/or assessment criterion is assessed. Reasonable adjustments are made on the basis of identifiable evidence verified by the Teaching Qualifications Manager.

## Examples of Reasonable Adjustments

Examples of reasonable adjustments include but are not limited to:

### **a) Learning and Teaching**

- PowerPoint slides and handouts made available in advance (where possible)
- Voice recording tutorials
- Access to recordings of webinars or Training Days
- Additional time to complete independent study tasks and formative assessment
- Modification of practical material and practical tasks

### **b) Summative Assessments**

Summative assignment adjustments:

- Additional time to complete summative assignments and an adjusted date for assessment submission

Live presentation and viva assessment adjustments:

- When and where the presentation or viva may take place
- Additional time for presentation and/or questions
- Questioning format

## **Evidence of Disability Required for Applying for Reasonable Adjustments**

Students will need to have medical evidence or a diagnostic assessment report to apply for reasonable adjustments. The following types of evidence/report may be required:

- SpLD – a diagnostic assessment report from a chartered or practitioner educational psychologist or specialist teacher holding a current Assessment Practising Certificate
- Medical condition – letter from doctor or specialist consultant
- Hearing impairment – audiology report
- Visual impairment – blind/visual impairment registration
- Mental health difficulty – letter or report from Community Mental Health Team or psychologist

This evidence should explain explicitly why the student needs adjustments to learning, teaching and/or assessment and what adjustments are recommended. Evidence should be signed, dated and submitted on headed paper.

## **Applying for Reasonable Adjustments**

Students should complete an Application for Reasonable Adjustments (Appendix C) and submit it, along with the required evidence, to the Teaching Qualifications Manager.

## Special Considerations Procedure

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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.

## Academic Integrity

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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.

### Academic Integrity

Academic integrity is an expectation that all teachers and students at bbodance act with honesty, trust, fairness, respect and responsibility within their studies as detailed within the International Center for Academic Integrity's publication [\*The Fundamental Values of Academic Integrity\*](#). A breach of academic integrity is considered academic misconduct.

### Poor Academic Practice

Poor academic practice involves collaboration, poor citation practice and poor practice in practical work where there is evidence that the student did not appreciate the rules of academic writing or practical assessment, or where the extent of copied material can be considered so slight that it does not justify a penalty.

### Definition of Academic Misconduct

Academic misconduct is any practice, action or omission which undermines academic integrity and has the potential to give an unfair advantage in assessments.



## Plagiarism

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 reproduction or paraphrasing, without acknowledgement, from public or private (i.e.: unpublished) material (including material downloaded from the internet) attributable to, or which is the intellectual property of, another including the work of students. 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 or citation (paraphrasing) and the provision of detailed references and a full bibliography.

Plagiarism may be of written and also non-written form and therefore would also include the unacknowledged use of choreography, lesson plans, workshop material, lecture slides, presentations and presentation slides, web pages, webinars, podcasts, *YouTube* clips, diagrams, graphs, tables, drawings, photographs, music/composition or any sort, posters, computer programs, mathematical/computer models/algorithms, computer software in all forms, macros, spreadsheets, databases, mathematical deviations and calculations, designs/models/displays of any sort, works of art of any sort, fine art pieces or artefacts, digital images, computer-aided design drawings, GIS files, maps, and tracing (*not an exhaustive list*).

### Examples of plagiarism are:

- Including in your own work extracts from another person's work without the use of quotation marks and crediting the source
- The use of the ideas of another person without acknowledgement of the source
- Paraphrasing or summarising another person's work without acknowledgement
- Cutting and pasting from electronic sources without explicit acknowledgement of the source of the URL or author and/or without explicitly marking the pasted text as a quotation

- Submitting a piece of work entirely as your own when it was produced in collaboration with others, and not declaring that this collaboration has taken place (this is known as 'collusion')
- Submitting appropriated imagery or creative products without indicating the source of the work

In order to ensure work submitted for assessment has academic integrity, students must use the Harvard system of referencing detailed in this Handbook.

### **Academic Misconduct Procedure**

- I. It is the student's responsibility to ensure that work submitted for assessment has academic integrity by following the rules of referencing and citing provided in the Student Handbook.
- II. It is not the tutor's responsibility to check formative (draft) assessment work for plagiarism. However, if a tutor identifies plagiarism as part of formative assessment, they will indicate this to the student so that it can be addressed prior to summative assessment.
- III. If an assessor (first marker or moderator) identifies plagiarism in a summative assessment, they will inform the Teaching Qualifications Manager. If the Teaching Qualifications Manager is the assessor or moderator who has identified plagiarism, they will inform the Regulatory and Quality Assurance Advisor.
- IV. Plagiarised content will be highlighted in the student's work and the source of the original identified and submitted as evidence of plagiarism.
- V. The Teaching Qualifications Manager (or designate) will verify that plagiarism is evident and that academic misconduct has occurred and inform the student of the requirement for re-submission within 10 working days of notification.
- VI. The student will be provided with the annotations on their work that indicate plagiarism in order to address the misconduct for re-submission.
- VII. If a student submits plagiarised work for summative assessment on three occasions, their course registration will be terminated.

- VIII. A student has the right to appeal against a finding of academic misconduct through the Appeals policy and procedure.

## Harvard System of Referencing

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All formative and summative assessment work submitted for your course must be referenced appropriately. bbodance uses the Harvard Referencing system which is very common. You will find many online guides and apps to support you with Harvard referencing, along with the information below.

There are two types of citation in Harvard referencing: in-text citations, which are found in the main body of the work and contain a fraction of the full bibliographical information, and reference lists, which are located at the end of the main work and list full information for all sources cited or referred to within the work. Bibliographies may also be included, listing all sources which have been used to inform the work but have not been cited or identified within the work.

While there are some stylistic and institutional variations, Harvard usually follows the format specified below.

## Reference Lists and Bibliographies

In a reference list or bibliography, sources are listed alphabetically by the author's surname. Where there are multiple sources by the same author, these are listed chronologically by year of publication.

### Book Reference

Author(s) Surname(s), Initial(s). Year (in brackets). Title of Book (*in italics*). Edition. Place of Publication: Publisher.

#### Example:

Sanders, L. (ed.) (2016), *Dance Teaching and Learning: Shaping Practice*. 3<sup>rd</sup> Edition. London: Youth Dance England.

## Journals / Article Reference

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

### Example:

Nemecek, S. M. & Chatfield, S. J. (2007) 'Teaching and Technique in Dance Medicine and Science: A Descriptive Study with Implications for Dance Educators'. *Journal of Dance Education*, 7(4), pp. 109-117.

## Website Reference

Author(s) Surname(s); First Name/Initial(s). Date of webpage. Title of Webpage (*in Italics*) [Online]; Name of Website. Available at: full URL [Accessed day, month, year, in brackets]

### Example:

One Dance UK. (2019) *Dance in Schools*. [Online] One Dance UK, Available at: <https://www.onedanceuk.org/programme/children-young-people/dance-in-schools/> [Accessed 20th March 2020].

## Photographs and images accessed electronically

Author(s) Surname(s); First Name/Initial(s), (Date of creation), Title of the Work [medium]. At: place where the work is housed: institution or collection that houses the work [online]. Available at: full URL, [Accessed day, month, year, in brackets]

## In-text Referencing

You can cite a source directly (e.g. quoting verbatim from it) or indirectly (citing a source to show that you have used an author's ideas, but not quoted them).

When quoting directly from a source, page numbers should be used. If you are quoting indirectly as outlined above, page numbers do not need to be used. Where a page number is not available, paragraph number can be used. If this is not an

option, the abbreviations 'n.p' or 'n. pag.' can be used to show that no page number is available.

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

## **Block and indented quotations**

Block and indented quotations are recommended when a learner uses a quote exceeding 35 words. The quotation does not need quotation marks. The quotation should be indented with the citation listed underneath. (Author(s) Surnames(s), Date of publication, p. XX)

Example:

Dunn (1990) states that a decade earlier, the term 'dance science' did not yet exist. She explains that this new field is an outgrowth of the sports science and sports medicine boom of the last two decades, and draws on research from fields such as kinesiology, biomechanics, exercise physiology, nutrition, and psychology. Although texts and journals in the sport sciences have been available for decades, the literature in the dance science field is comparatively recent.

(Krasnow & Chatfield, 1996, p.162)

## **Within-sentence quotations**

Within-sentence quotations should be short and succinct, referring to a specific quote in publication. Quotations need to be within quotation marks. The full stop needs to situate *after* the citation, not after the quote.

If author(s) are stated prior to quotation, there is no need to include the author(s) names within the citation.

*Example:* According to Krasnow & Chatfield, 'Although the traditional methods of teaching dance embody fine tools for the training of the dance artist, too many dancers are plagued with injury and frustrated by what seem insurmountable physical obstacles' (1996, p.162).

If author(s) are not stated prior to quotation, the author(s) names should be included within the citation.

*Example:* 'Although the traditional methods of teaching dance embody fine tools for the training of the dance artist, too many dancers are plagued with injury and frustrated by what seem insurmountable physical obstacles' (Krasnow & Chatfield, 1996, p.162)

## Paraphrasing

When paraphrasing an author(s), the author(s) name needs to be cited at the beginning of the sentence, with the date in brackets. There is no need to enter the page number.

*Example:* Krasnow & Chatfield (1996) state traditional dance training techniques can lead to incidences of injury, where the relatively new field of dance science can provide insight into safe dance practice.

## Citing multiple sources in one reference

To cite multiple sources with similar arguments, state the author(s) names and date.

To divide the multiple author(s) within the citation, use a semi colon (;):

(Author(s), date; Author(s), date)

*Example:* Studies have contested that safe dance practice is needed within traditional dance training methods within dance education in effort to reduce incidences of injury amongst professional and student populations (Krasnow & Chatfield, 1996; Thomas & Tarr, 2009)

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

Cite This For Me (n.d) *Free Harvard Citation Generator* [Online]. Available at: <https://www.citethisforme.com/harvard-referencing> [Accessed 26 January 2022]

# Marking and Assessment Policy

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The marking of all assessments considers the Module Descriptors, Learning Outcomes and Assessment Criteria as stated in the course specification. The course specification includes a section titled Marks and Achievements. This section identifies the achievement categories for assessments and related achievement descriptors. Achievement will be evidenced on the module mark sheet completed by the appointed faculty for each summative assessment.

The marking of all assessments will identify each Learning Outcome standard of achievement within the range of achievement categories of Fail, Pass, Merit and Distinction. This is to ensure the student has clarity on the category achieved for each Learning Outcome.

Additionally, the mark sheet for each assessment will include:

- A summary on the pass range achieved across the Learning Outcomes.
- Comments made on each Learning Outcome pertaining to that specific assessment.
- A final comment that should guide the student's further development in relation to the module descriptors.

All comments made reflect the achievement descriptors as outlined in the specification.

A mark sheet for each module will be completed by the tutor and emailed to the student's bbodance Outlook email account by the Teaching Qualifications Coordinator. Mark sheets are released to students once the internal moderation process has been completed and normally within 4 weeks of the assessment submission.

Students who do not pass the module at the first attempt will have one further opportunity to attempt the assessment or assessment component that failed. The process for re-submission is as follows:

- The Teaching Qualifications Manager contacts the student to inform them of the need to re-submit their assessment and the re-submission fee.
- The student is given 14 days (10 working days) to revise and re-submit their assessment from the date of notification, following the normal submission guidelines.
- The student is offered 1 hour of additional tutoring on their work.
- A re-submission will not be marked until the re-submission fee payment is received.
- If the assessment does not pass on the second attempt the student is given a final opportunity as part of the next course cohort.

## Moderation of Assessments

Moderation is a process separate from the marking of assessments, which ensures that an assessment outcome (e.g. mark and / or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time. In the context of more objectively marked work, moderation may take the form of procedural checking rather than academic judgement.

Moderation occurs before External Examiners review the operation of the marking and internal moderation process

Moderation is required for all components of summative assessment, irrespective of the level of the work or the credit weighting of the assessments. bbodance considers that the contexts for moderation are flexible and recognise that moderation should be appropriate to the subject area, the type of work being produced, and the credit weighting of the work.

Moderation is not required for assessment that is purely formative (i.e. the result does not contribute to the overall result for the course), although it is good practice to



operate processes to ensure consistency of marking and feedback of formative assessment. This is achieved through Faculty training that is delivered at termly meetings.

All work is subject to internal and external moderation by an internal moderator (bbodance Faculty), the Teaching Qualifications Manager and the External Examiner to ensure:

- Marks are awarded appropriately and consistently between modules and from one cohort to the next.
- Marks and feedback are consistent with module descriptors, assessment schemes, learning outcomes and assessment criteria.
- The assessment task and assessment criteria are appropriate for the level of study and the learning outcomes of the module.

## **Exam Board**

All student marks are presented to a Board of Examiners once a course is completed. The Examination Boards typically fall in February and June.

### **Principles for the Board of Examiners**

- The Board is presented with an overview of each student's academic performance and makes the final judgement on the outcome.
- The Board ensures that all students are treated with consistency and fairness, that the assessment process runs smoothly and correctly, that appropriate standards are set and maintained, and that the External Examiner plays an appropriate role.
- The effective administration of assessment underpins the quality of learning and teaching of bbodance teaching qualifications.

## **The bbodance Examination Board Representatives**

- The Teaching Qualifications Manager whose role is to provide a report relating to the specific cohorts presented at the board. They are also responsible for guiding the board through the results for each module, individual student achievement and recommendations relating to progression and award.
- The Regulatory and Quality Assurance Advisor whose role is to ensure that the final awards observe the bbodance quality standards. They are also responsible for the development and implementation of inspection activities, the detection and resolution of problems, and the delivery of satisfactory outcomes.
- The External Examiner whose role is to provide a verbal report to the board that considers the moderation process. They also ensure that professional standards have been upheld, and that bbodance policies and regulatory requirements have been adhered to.

## **Final Awards**

The results from the examination board are released to students via their course transcript and students are informed of when they will receive their course certification.

## Terms and Conditions for Payment of Fees

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bbodance can receive tuition fee payments via a bank transfer or payment using a recognised major credit/debit card. Full name and course title must be quoted as a reference on bank transfers. 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.

### Fee Liability and Payment by Instalments:

All students will be invoiced upon receiving an offer to study with bbodance. There will be options to pay the course in full at a discounted rate or to set up an instalment plan for payment.

Full payment or the first instalment will be due prior to the course start date. This constitutes 'the course deposit'.

For monthly instalment plans, all instalments after the initial payment will be due on the 1<sup>st</sup> of the month in which they fall.

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

Additional Fees	Costs
Admin fee for default on agreed payment plan.	£35
The full marking cost of a module will be charged where resubmission is necessary due to failure to meet the learning outcomes of the module or failure to submit an assessment within the given deadlines.	£30 - £350

A registration fee will be due from students who defer their studies to the following cohort, without extenuating circumstances.	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 contacted 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 delivered, 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 learners will be invoiced for the difference in fee as appropriate.

## Exemptions (Recognition of Prior Learning)

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If you have completed study or have professional experience which you feel meets the learning outcomes of a module on your course, you can apply for an exemption in recognition of your prior learning. Applications for recognition of prior learning should be submitted prior to the start of the course. Full details of the Recognition of Prior Learning Policy and Procedures are available at:

<https://bbo.dance/train-with-us/teacher-training/tq-courses>

## Student Consultation and Feedback

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bbodance values the views of its students and welcomes feedback from students as part of organised consultation on course development or in response to requests for feedback upon course completion.

All teaching qualification students are invited to give feedback on their learning and assessment experiences, including the promotion of diversity and equality of opportunity. They are invited to make suggestions to help with the enhancement and development of course content and delivery.

## Grievances, Complaints & Appeals

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bbodance aims to ensure high standards in all its practices, including dealing with complaints in a timely manner and through clear procedures.

### Grievances and Complaints

bbodance acknowledges that errors occur in any situation and can be caused by any party. If a student wishes to express an issue or grievance to bbodance they should initially contact the Regulatory and Quality Assurance Advisor. If a student wishes to continue with a complaint, they should refer to the bbodance

Complaints Procedure and Policy available at: <https://bbo.dance/policiesand-guidelines/complaints-procedure-and-policy>

## Procedure for Reporting Malpractice and Maladministration

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

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

- bbodance fails to follow any of its published procedures
- bbodance course 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

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

## Appeals

An appeal about assessment decisions is taken seriously and receives urgent action (see Appendix D).

The circumstances under which you are entitled to appeal are:

- Irregular procedure by the module tutor, e.g. questions outside the limits of the learning objectives
- A clear mismatch between the tutor's feedback on each learning outcome and the stated achievement of each learning outcome

# Privacy and Data Protection Policy

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The data we request from learners is relevant, not excessive and processed purely for the purposes of record keeping, assessment and communication (see Appendix F). Information is kept securely and all 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 CDMT.

Learners have a legal right to see their information on bbodance's system and to ask for it to be amended if it is incorrect. Full details of the bbodance Privacy Policy are available at: <https://bbo.dance/privacy-policy>

The UK General Data Protection Regulation (GDPR) sets out six principles, requiring that personal data shall be:

- I. Processed lawfully, fairly and transparently
- II. Collected for specific and legitimate purposes
- III. Adequate, relevant and limited to the specified purposes
- IV. Accurate and up to date
- V. Kept only for the required period
- VI. Protected securely

It is the responsibility of all data controllers to ensure they control and process data in accordance with these principles.

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

Under the current regulations, bbodance (the data controller) is exempt from registration. All dance teachers, however, must comply with the six data protection principles and as individuals.

## Equal Opportunities Policy

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Guidelines concerning adherence to the bbodance Equal Opportunities Policy are issued to all staff and client groups. They consider 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), bbodance encourages all personnel to take positive steps to break down barriers which hinder personal progression. Full details can be found in the bbodance Equal Opportunities Policy:

[https://bbo.dance/images/Policies/bbodanceEqual\\_Opportunities\\_Policy.pdf](https://bbo.dance/images/Policies/bbodanceEqual_Opportunities_Policy.pdf)

## Equality and Diversity Policy

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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.

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



- VI. 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

## Code of Professional Conduct and Practice for Teachers of Dance

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Bbodance endorses the Code of Professional Conduct and Practice prepared by the Council for Dance, Drama and Musical Theatre (CDMT), formerly known as the Council for Dance Education and Training (CDET), to guide dance teachers on issues of good practice.

CDMT. (2017) *Code of Professional Conduct by Council for Dance, Drama and Musical Theatre (CDMT)*. Available at: <http://cdmt.org.uk/download/Code%20of%20Professional%20Conduct%20for%20Teachers.pdf> [Accessed 28 January 2022]

## Safeguarding Children and Child Protection Policy and Procedures

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bbodance is 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 at:

<https://bbo.dance/policies-and-guidelines>

# Appendices

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## Appendix A: Exemplar Permission Slip for Filming

Exemplar Permission Slip for teachers to use whilst a bbodance Teaching Qualification student for filming. As the teacher you are responsible in obtaining this permission and retaining a record of this. This information does not need to be submitted to bbodance.

Dear .....

As part of bbodance's Diploma in Dance Teaching courses I am required to submit filmed teaching practice for assessment. The courses are outlined in full on the bbodance website at <https://bbo.dance/train-with-us/teacher-training>

The films will only be used for educational purposes, including formative and summative assessment, external examination and as an internal resource to support the learning of students. No specific information will be given on any of the filmed participants that contravenes the Data Protection Act. Films will not be utilised for marketing or any other external purpose.

*bbodance* is an awarding organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) and Qualifications Wales.

.....

Name of Dance Teacher/+ Dance School:

Yes, I give permission for my child .....(Full Name of Child) to be filmed and submitted to bbodance for the purposes stated above.

Name of parent/guardian:

Email:

Signature..... Date.....

## Appendix B: Application for Extension of Deadline

Student Name:		Level:	
Title of Assignment:		Module Code:	
Module Tutor:		Original Deadline:	
Description of extenuating circumstances:			
Evidence of circumstances included: Yes /No			
Length of extension sought:			

**Extension date agreed:**

**Authorised by:**

**Date:**

## Appendix C: Application for Reasonable Adjustments

<b>Name:</b>		<b>Date:</b>	
<b>Course:</b>		<b>Level:</b>	

### Important information

- Please ensure you have read the section on Disabilities and Reasonable Adjustments in the Student Handbook before filling out this form
- If you need assistance filling this form in, please contact the Teaching Qualifications Manager
- You should submit this application within 4 weeks of starting your course, or if you are midway through a course, at least 4 weeks prior to your next summative assessment
- Any reasonable adjustments agreed will be shared with your module tutors

### Disability (tick all that apply)

Specific learning difficulty		Long-term medical condition	
Asperger/Autism		Deaf/hard of hearing	
Mental health condition		Blind/Visual impairment	
Mobility issues			
Other – please specify:			

### Supporting documentation/evidence submitted with application (tick all that apply)

Post-16 diagnostic assessment report from a chartered or practitioner educational psychologist or Specialist Teacher holding a current Assessment Practising Certificate		Letter from a medical doctor or specialist consultant, Community Mental health team or Psychologist	
Audiology report		Blind/visual impairment registration	
Other – please specify:			

### Adjustments Requested (see the Student Handbook for guidance)

a) Learning and Teaching Adjustments:
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b) Summative Assessment Adjustments:	
<b>Student Signature:</b>	<b>Date:</b>

Submit your form and accompanying evidence to the **Teaching Qualifications Manager**.

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<i>For office use only</i>	<b>Date Form Received:</b>
<b>Decision and details of adjustments:</b>	

## Appendix D: Appeals Procedure

- I. Appeals should be made in writing, by the student only, and sent to the Teaching Qualifications Manager. The grounds of appeal should be set out clearly, stating the perceived injustice and the redress being sought. The appeal should include the original mark sheet and any other relevant evidence.
- II. Appeals should be received no later than 10 working days after the issue of results. bbodance will send an acknowledgement within seven working days of receipt and a written response to the appeal will be requested from the relevant member/s of Faculty, as appropriate.
- III. If the Teaching Qualifications Manager has been involved in the assessment of the student's work (either as a tutor or moderator), the appeal will be referred to the Regulatory and Quality Assurance Advisor.
- IV. The Teaching Qualifications Manager or Regulatory and Quality Assurance Advisor will consider the evidence, taking steps to secure additional information as they deem 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.
- V. The Teaching Qualifications Manager or Regulatory and Quality Assurance Advisor will aim to reach a decision and resolve the appeal within 21 working days from the date of receipt of the appeal. This may be extended should the Teaching Qualifications Manager or Regulatory and Quality Assurance Advisor wish to meet with the student or talk to any personnel involved in the appeal.
- VI. The outcome of a successful appeal may be a revision of the marks awarded.
- VII. If a student wishes to make a complaint based on the outcome of an appeal they should refer to the bbodance Complaints Procedure and Policy.  
<https://bbo.dance/policies-and-guidelines/complaintsprocedure-and-policy>

## Advice to Potential Appellants

Before taking a final decision as to whether to appeal or not, a learner is advised to speak to the Teaching Qualifications Manager informally to attempt to resolve the issue and to seek advice immediately on receiving their result.

## Conditions of an Appeal

- 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.**
- No substantive correspondence or discussions will be entered into by the Board in accordance with a third party unless the student specifically requests this.

# Terminology used in Dance Teaching Qualifications

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**Assessment Regulations** Regulations put in place in order to take action against any learner who contravenes these regulations through negligence or deliberate intent in any form of assessment.

**CDMT** Council for Dance, Drama and Musical Theatre.

**Chief Executive Officer** The most senior executive officer in charge of managing bbodance.

**Deferred** Course date postponed until the next upcoming course start date.

**EQF** The European Qualifications Framework.

**External Examiner** To mediate/moderate any variation in marking in consultation with the Internal Examiner and Teaching Qualifications Manager; TQ Committee Member; conducts mid-year review of course content and standards; presents an Annual Report to TQ Board of Examiners.

**Internal Moderator** Faculty member responsible for moderating assessments to ensure marks awarded are fair and consistent in relation to the learning outcomes, assessment criteria and expectations of the level.

**Learner or Student** The learner who has been accepted on the Teaching Qualification course/s.

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

**Regulatory and Quality Assurance Adviser** Point of contact for procedures outlined in bbodance policies. Chair of the Board of Examiners.



**Regulatory bodies** The Office of Qualifications and Examinations Regulation (Ofqual) Qualification Wales

- i) To certify that assessments are consistent and unbiased
- ii) To ensure assessment procedures comply with requirements
- iii) To ensure that assessments marked by the entire faculty are standardised

**SharePoint** Online-based platform used as a platform for all course materials. SharePoint provides a collaboration feature for student comments.

**Trustees** Decision making body of bbodance.