

**THE
BRITISH ASSOCIATION
OF TEACHERS OF
DANCING**

**EXAMINATIONS
A TEACHER'S GUIDE**

IMPORTANT INFORMATION

PLEASE READ CAREFULLY

EQUAL OPPORTUNITIES

The B.A.T.D. promotes equal opportunity and will not tolerate any discrimination due to colour, race, sex etc.

REASONABLE ADJUSTMENTS

If it is your intention to enter a candidate for examination who has a disability (hearing or sight problem, autism, dyspraxia etc.) then the examiner **must** be informed **prior** to the date of the examination.

The B.A.T.D. ensures that as far as possible all candidates wishing to do so have the opportunity to access examinations at an appropriate level. However, there will be some necessary barriers to access for some candidates which will be reviewed on a case by case basis but are likely to include physical barriers, for example

- Strength to accomplish particular technical exercises.
- Physical ability to successfully complete particular exercises.
- Ability to respond to musical stimulus and/or direction from the examiner.

SPECIAL CONSIDERATIONS

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the learner either just before or during the assessment. Reasons for special consideration could be temporary illness, injury or adverse circumstances at the time of the assessment.

Candidates may apply for special consideration during or after assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty. Special considerations will be taken into account by the examiner at the time of the assessment and will be recorded and sent to B.A.T.D. Head Office.

Full details of B.A.T.D. policies for Equal Opportunities, Reasonable Adjustments and Special Considerations can be obtained from Head Office or from the members' area of the website. It is our recommendation that all teachers obtain a copy of all of these policies.

EXAMINATION TIMETABLES

Timetables are mandatory and effective 1st July 2013 will be forwarded to Head Office by the examiner together with the examination paperwork following the examination.

Booking your Examination Session.

UK

1. The first step is to contact Head Office to request your preferred date for examinations, however the preferred date cannot be guaranteed. Be sure to give H.O. details of ALL branches you will be entering on the day (including any professional examinations) to allow them to allocate an Examiner suitable to your requirements. Certain times of the year can be particularly busy so be sure to book early. N.B. Highland and Scottish National exams to be listed individually.
2. Head Office will send out a master form and this should be filled out fully on both sides. Side 1 contains details of date, venue etc and on side 2 you should enter the approximate number of students at each level in each branch.
3. The Examiner will contact you to confirm details. If you have any questions regarding the exam day this is a good time to ask rather than wait until the day of your test.
4. At least 2 weeks before the exam day you should send your timetable to Head Office who will then forward this to the Examiner. If the Examiner has any queries regarding the timetable he/she will contact you. Be sure to allow time for tea/lunch breaks as required within your timetable.
5. Candidates may be entered for a maximum of two exams in the same branch of dancing up to Grade II and Silver at the same examination session. i.e. Pre Bronze and Bronze **or** Bronze and Silver. Primary and Grade I **or** Grade I and Grade II.
Any candidate wishing to take more than one medal test above Silver or Grade exam above Grade II must take the medal tests/Grade examinations on separate days.
Candidates may only be entered straight in at Gold standard if they already hold the equivalent standard of Gold or above in another recognised Association. Candidates may not be entered straight in at any level higher than Gold.
Please remember there should be a maximum of 4 candidates per group.

6. Professional examination fees must not be included in any total with medal test/grade examination fees to reach the limit to cover the total in order that a medal/grade exam session is not classed as a Special Exam, or for discount purposes.
7. Complete your entry forms remembering to use a separate form for each branch and level. Also remember to include **ALL** dates of birth for **ALL** examinations i.e. all medals and grades and Starlite, take care to print all names clearly and check that you have the correct spelling of each name. Please remember to total each page prior to handing the completed entry forms to your examiner at the start of the exam session.
8. At the end of the exam day all forms including result sheets and entry forms with carbon copies will be taken away by the Examiner and returned to Head Office. You will receive an invoice from H.O. which will detail all examinations taken and the discount applicable.
9. Invoices for test/examination fees will be dispatched from Head Office following the test/exam, however teachers may pay the examiner on the day of the exam if they so wish. Accounts must be settled **WITHIN 14 DAYS** of the invoice date to claim discount. This will be strictly enforced. Tests remaining unpaid after 28 days of the date of the invoice will be charged interest at 10% per month accruing. In the event of teachers not settling their invoice(s) for test fees either by non-payment or through uncleared funds, the BATD will take the necessary action to retrieve monies due to the Association. No certificates or awards will be dispatched until the account is settled. Tests are typed in order of payment received.
10. No more than 6 Professional examinations may be arranged to be conducted on the same day. If candidates for Associate examinations are being examined 2 at a time then a maximum of 10 candidates may be examined on the same day.
11. If required, please give your examiner concise directions to your examination venue. It is helpful to give them from e.g. AA route finder rather than a map. The address of the venue including the postcode should also be given as some examiners use GPS. A contact number for the venue or teacher's mobile number would also be useful.
12. It is strongly recommended by the Executive Council that all teachers hold a current Enhanced Disclosure certificate. This is available through Due Diligence Checking. Please contact DDC direct for an application form or Head Office if you require further information.

Examination etiquette & hints to help your Exam day run smoothly.

1. All candidates should report to the venue before the allocated examination time to allow groups to be lined up in readiness for the exam.
All candidates should wear a number and this number should be written on their report sheet.
Please ensure that numbers are big enough and bold enough to be read from a distance.
Try to ensure that one group of students is waiting outside the door of the examination room ready to enter as the previous group leave.
It is a good idea to have a few sets of candidate numbers to save time.
2. It is nice to have someone greet the Examiner at the door when he/she arrives. When parents and/or students are present always address your Examiner by Miss/Mrs/Mr even if you are on first name terms with the Examiner.
Your Examiner could have travelled a distance or may have been away from home for several hours before conducting your examinations therefore it would be hospitable to offer him/her a hot or cold drink.
3. Remember to rehearse the Examiner's name with your students and teach them to say "Good Morning/Good Afternoon" Miss/Mrs/Mr as they enter the room.
Train them to go to their correct place in the room and stand ready for the first routine/exercise.
Train them also to thank the Examiner at the conclusion of the examination and curtsey or bow before they leave.
4. Make sure that you have a nice relaxed atmosphere on exam day.
By then it is too late to be uptight with students and parents do not like their children to be stressed.
With younger students try not to stress the word "exams" - keep it light so they enjoy their day, also they will perform better.

5. If you are a newly qualified teacher a good tip is to teach all the work required for the exam and then observe classes for any corrections. If you continue to dance with the students they will be less inclined to commit the steps to memory.
6. It is a good idea to give out a form re dress code for the exam day also a note regarding hairstyles, clean shoes/baton ends etc. No jewellery to be worn in Theatre & Highland Examinations. Asking a pupil to take out earrings at the last minute can be very distressing. Another good idea is to keep the B.A.T.D. duplicate forms in a safe place or record them in a book so that you have a record of each exam taken.
7. Due to child protection policy it is now a requirement that an adult (18years or over) be in attendance during the examination. Please explain to the students that this is not the person they are performing for. If candidates are 18 years or over this does not apply.
8. Have a bottle of water and a glass on the examiner's table.
The teacher is expected to provide the examiner with lunch/dinner as required.
Check beforehand if the examiner has any dietary requirements.

Booking your Examination Session

North America

1. The first step is to contact your coordinator by filling out the forms from the most recent bulletin. Mail or fax to your Coordinator.
2. Coordinators: Shelagh Connolly shelagh.connolly@batd.co.uk (Stage and Ballet) or Joy Tolev dancejoy@sympatico.ca (Highland).
3. Be sure to give details of ALL branches you will be entering and include any Professional examinations. This will allow your Coordinator to allocate an Examiner suitable to your requirements.
4. Certain times of the year can be particularly busy so be sure to book early.
When requesting dates, please be able to give a second choice as preferred date cannot be guaranteed.
5. Once an examiner is confirmed your coordinator will then forward the following information to you with regards to:
 - a)Hotel accommodations, b)Travel expense, c)Special fee (if necessary),
 - d)Forms required for your exam session, e)Travel arrangements (if you have to pick up an examiner from the airport or train station or from another studio)
6. If you have any questions regarding the exam day, this is a good time to ask your examiner or your coordinator, rather than wait until the day of your test.
7. At least 2 weeks before the exam day you should send your timetable to your Coordinator who will then forward this to the Examiner. If the Examiner has any queries regarding the timetable he/she will be able to contact you. Be sure to allow time for tea/lunch breaks as required within your timetable.
8. Candidates may be entered for a maximum of two exams in the same branch of dancing up to Grade 11 and Silver at the same examination session. ie. Pre Bronze and Bronze, or Bronze and Silver. Primary and Grade 1 or Grade 1 and Grade 2. Any candidate wishing to take more than one medal test above Silver or Grade exam above Grade 2 must take the medal tests/grade examinations on separate days. Candidates may only be entered straight into a Gold Standard if they already hold the equivalent standard of Gold or above in another recognized Association. Candidates may not be entered straight in at any level higher than Gold.
9. Complete your entry forms remembering to use a separate form for each branch and level. Also remember to include **ALL** dates of birth for **ALL** examinations i.e. all medals and all grades and Starlites, take care to print all names clearly and check that you have the correct spelling of each name. Hand the completed entry forms to your examiner at the start of the exam session.
10. Please remember there should be a maximum of 4 candidates per group (grade).
11. Exam fees to be paid to the Examiner on the day. Relevant discount paid to BATD members on production of current year's membership card. In the event of a teacher's cheque for examination fees being returned unpaid by his/her bank, interest of 10% per month accruing will be charged on the full test/examination fees, including the teacher's discount (which will become null and void). In the event of any uncleared funds, the BATD will take the necessary action to retrieve monies due to the Association.

Examination Etiquette & Hints

to help your Exam day run smoothly

1. All candidates should report to the venue before the allocated examination time to allow groups to be lined up in readiness for the exam.
All candidates should wear a number (front and Back) and this number should be written on their report sheet.
Please ensure that the numbers are big enough and bold enough to be read from a distance.
Try to ensure that one group of students is waiting and ready to enter as the previous group leave. It is a good idea to have a few sets of numbers to save time.
2. It is nice to have someone greet the Examiner at the door when he/she arrives. When parents and/or students are present always address your Examiner by Miss/Mrs./Mr. even if you are on a first name terms with the Examiner. It would be hospitable to offer your Examiner a hot or cold drink upon arrival.
3. Remember to rehearse the Examiner's name with your students. "Good Morning/Good Afternoon" Miss/Mrs./Mr.....as they enter the room.
Train them also to thank the Examiner at the conclusion of the Examination with a curtsy or bow before they leave.
4. Make sure that you have a nice relaxed atmosphere on exam day. By then it is too late to be uptight with students and parents do not like their children to be stressed. With younger students try not to stress the word "exams" keep it light so they enjoy their day, also they will perform better.
5. If you are a newly qualified teacher a good tip is to teach all the work required for the exam and then observe classes for any corrections. If you continue to dance with the students they will be less inclined to commit the steps to memory.
6. It is a good idea to give out a form re dress code for the exam day.
 - a) No jewelry, nail polish, visible tattoos, (perhaps have a parent in the waiting room to check this)
 - b) Hairstyles
 - c) Clean shoes, bows tucked in, laces secured
 - d) Tights and leotard (your studio color) - (these should be clean and in good condition)
7. Another good idea is to keep the B.A.T.D. duplicate forms in a safe place (record them in a book so that you have a record of each exam taken.
8. Have a bottle of water and a glass on the examiner's table
9. Check beforehand if the examiner has any dietary requirements
10. Make sure a small break is scheduled morning and afternoon.
11. Leave a daily schedule on the Examiner's table.
12. The teacher is expected to provide the examiner with lunch/dinner as required.

British Association of Teachers of Dancing

Examiner Report

		Yes	No	N/a
1	Medal Tests Entered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Grade Examinations Entered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Merit Tests Entered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Was there adequate content in the medal routines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Were the exercises accurate in the grades demonstrated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Did Technical issues arise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Where set music is required was it used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Appropriateness of music used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Were the following demonstrated?			
9	Improvisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Time steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Set phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Enchainement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Was theory asked when required – Elementary & Above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Was a timetable provided?			
	In adequate time prior to exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	On exam day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Was timetable adequate including breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Were there any unsuccessful candidates in this examination session?	<input type="checkbox"/>	<input type="checkbox"/>	
	Please return the timetable for this exam to H.O.			
	If you have answered NO to any of the above or YES to question 6 please detail in the boxes overleaf, including any other comments regarding this Examination.			

SCHOOL PROFILE SHEET FOR EXAMINATIONS

School..... Date.....

Principal Teacher.....

Teachers.....

Please tick those that apply 1. Unsatisfactory, 2. Acceptable, 3. Excellent

Section		1	2	3	Comments
1. Facilities	Health and Safety of Premises			N/A	
	Appropriateness/Size and Studio/venue				
	Floor			N/A	
	Heating/Ventilation			N/A	
	Musician/Musical Equipment Operator				
2. Organisation	Timetable			N/A	
	Adequate Breaks			N/A	
	Attitude/Courtesy to Examiners				
	Hospitality				

SCORE (MAXIMUM SCORE 22) Total -
FEEDBACK/AREAS FOR IMPROVEMENT Please include feedback to the school/teacher here if: <ul style="list-style-type: none">• The school has scored below the threshold of 15• Any individual element scoring 1 point
SPECIAL CONSIDERATIONS (include brief description of consideration given)

SCHOOL PROFILE SHEET FOR EXAMINATIONS

Examiners name.....Date.....

Key to Mark Sheet

Three categories of grade (1,2, 3) are available when making judgements about the conditions of examinations offered to candidates and examiners. The following table provides an indication as to what these categories mean and are given here In order to assist decision making and help with consistency of assessment. It is for guidance and examiners are expected to use the information with discretion.

Facilities	1	2	3
Health and Safety of Premises	Poor security, obstructed premises, poor lighting, loose fittings	Premises secure, clean, well lit with adequate space for candidates	Maximum score 2
Appropriateness/Size and Studio	Space wrong shape, too small, inappropriate for genre, poor acoustics	Studio space of adequate size, with good acoustics, well lit and fit for purpose	Studio space surpasses examination requirements.
Floor	Inappropriate flooring, slippery, obstructions	Even, safe dance floor	Maximum score 2
Heating/Ventilation	Either too hot or too cold with poor air circulation	Space well ventilated	Maximum score 2
Music	Music production does not fulfil examination requirements, not correct tempo.	Music production fulfils examination requirements, well prepared.	Music production surpasses examination requirements.

Organisation	1	2	3
Timetable	Sessions do not run to time. Extra hours not agreed, no time for examiners to write report, allocate grades or note writing	Smoothly run day	Maximum score 2
Adequate Breaks	Breaks inadequate undertaken without consultation.	Adequate breaks	Maximum score 2
Attitude/Courtesy to Examiners	Casual treatment of examiners	Examiner treated with politeness	Examiners welcomed and consulted about their requirements for the day.
Hospitality	Examiners catering needs not taken into consideration	Water on table. Adequate catering arrangements dietary requirements taken into consideration	Water on table: Good lunch, dietary requirements taken into consideration

Reasonable Adjustment Request Form

For candidates affected by long-term disability/difficulties (e.g. dyslexia), who require Reasonable Adjustment arrangements. This form must be returned to BATD at least 14 days before the examination.

1. School/teacher name.....

2. The Candidate

Candidate Name
Date of Examination
Examination Name

3. Reasonable Adjustment Arrangements

a) Reason for requiring Reasonable Adjustment Arrangements, and special provision to be provided at the examination venue. (E.g. extra time)
--

b) Evidence to support request. Certificate/statement attached (copy) Yes/No
--

4. Declaration

I confirm that the information provided is accurate and I fully support the application. If granted, appropriate Reasonable Adjustment arrangements will be provided for the candidate.

Name of teacher/Head of school (Print)			
Signature			
E-mail address		Date	

For BATD Use

Received by:		Position:	
		Date:	
Any referral / further action agreed:			
Date Examiner informed			

The British Association of Teachers of Dancing

Policy for Reasonable Adjustments And Special Considerations

A definition of Reasonable Adjustments

A reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage during assessment.

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

This could include:

- making changes for individuals to the standard arrangements for examinations, for example allowing candidates extra time to complete the examination requirements
- providing access facilitators during assessment, such as a sign language interpreter or a reader, provided that this did not impinge on other candidates
- re-organising the examination room, such as removing visual stimuli for an autistic candidate

Reasonable adjustments are requested and approved before the assessment takes place. The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate's work.

A definition of special considerations

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the candidate either just before or during the assessment. Reasons for special consideration could be temporary illness, injury or adverse circumstances at the time of the assessment.

Candidates may apply for special consideration during or after an assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty. Special considerations will be taken into account by the examiner or assessor at the time of the assessment and will be recorded and sent to BATD. Special considerations may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the candidate.

Fair and equal access to examinations

BATD ensures that as far as possible all candidates wishing to do so have the opportunity to access graded examinations at an appropriate level. However, there will be some necessary barriers to access for some candidates which will be reviewed on a case by case basis by BATD but are likely to include physical barriers, for example:

- Strength to accomplish particular technical exercises
- Physical ability to successfully complete particular exercises
- Ability to respond to musical stimulus and/or direction from the examiner

Policy for Reasonable Adjustments And Special Considerations

Health and Safety issues

A key barrier to access for dance examinations is that of health and safety which for BATD is paramount and is the deciding factor in a judgement relating to reasonable adjustments or special considerations.

If there is a concern that the effects of a person's disability or difficulty may have health and safety implications for him/herself and for others, an option open to BATD would be for a suitably qualified person to carry out a risk assessment related to the candidate's particular circumstances. This is the responsibility of individual teachers who should report to BATD any risks posed for candidates in taking the examination.

Interpreting requests for reasonable adjustments and/or special considerations within dance examinations

Principles for making a reasonable adjustment to an examination

When considering whether an adjustment to assessment is appropriate, BATD will use the following principles:

- Any adjustment made to the examination should not compensate the candidate for lack of knowledge, understanding and skills at the grade for which they are entered. The candidate must be able to cope with the examination content and be able to work at the level required.
- Any adjustment to the examination must not invalidate the standards for the examination. Standards relating to levels and individual grades should not be altered. BATD will take all reasonable steps to ensure that a candidate with a disability or difficulty is not placed at a substantial disadvantage, in comparison with persons who are not disabled, in terms of access to assessment. However, there is no duty to make any adjustment to any part of the examination, which relates to the standard that needs to be achieved. All candidates' performance will be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or format of the examination so that each candidate has an equal opportunity to demonstrate what they know and can do.
- Any adjustment to the examination must not give the candidate an unfair advantage or disadvantage the candidate. The qualification of a candidate who had an adjustment to assessment must have the same credibility as that of any other candidate.
- Any adjustment to the examination could be based on the individual need of the candidate. Decisions about adjustments to examinations should be taken after careful consideration of the needs of each individual candidate, the requirements of the grade in question and the nature and extent of the support given as part of normal teaching practice.
- Any adjustment to the examination should reflect the candidate's normal way of working providing this does not affect what is being assessed in any way. The candidate should have experience of and practice in the use of the adjustment.
- Any adjustment to the examination must be supported by evidence, which is sufficient, valid, reliable, and current.

Policy for Reasonable Adjustments And Special Considerations

- All adjustments to the examination must be authorised by BATD, in advance of each examination taking place according to its nominal procedures.

Responsibilities of teachers in the process of identifying reasonable adjustments

The majority of candidates entered for dance examinations will register via an individual teacher. In these cases, teachers have the responsibility for anticipating and identifying potential needs for reasonable adjustments in advance of an examination. They should be able to:

Identify as early as possible, preferably before entering a candidate for an examination, any difficulties the candidate may have in accessing the assessment. Teachers should make contact with BATD as soon as possible in order to determine whether reasonable adjustments to the assessment process are possible.

Select an appropriate examination for the candidate, based upon his/her particular circumstances. The teacher should explain to the candidate the requirements of the examination. It should be made clear at the outset if the candidate will not be able to meet the standard. The candidate may still decide to proceed with the examination but the teacher should explain to the candidate that they are unlikely to meet the standard they entered if they are not able to achieve all the criteria necessary which will restrict their level of attainment.

Identify an appropriate adjustment to make the assessment accessible to the candidate. In order to decide whether an adjustment is appropriate, the teacher should consider what is being assessed in the examination and the implications for assessment of the candidate's difficulties.

Where an examination takes place at premises used by the teacher, ensure that buildings and facilities used for the examination are accessible to all candidates, as far as is practicable.

Potential areas in which reasonable adjustments can be made

Allowing extra time

It may be permissible to allow an individual candidate extra time to complete the examination if he or she has a learning difficulty/disability which affects the speed at which they are able to process the instructions (but not their ability to carry them out in accordance with the set standard).

The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the candidate's difficulty. 'Unlimited' extra time will not be allowed. BATD will set a maximum amount of extra time in relation to the individual candidate's requirements, which must be adhered to by the examiner.

The teacher is responsible for ensuring the candidate can cope with the content of the examination and that the candidate is medically fit to undertake an extended assessment period before additional time is requested.

Policy for Reasonable Adjustments And Special Considerations

Extra time will not be allowed in cases where the timing is a crucial part of the assessment or in group activities where the candidate's performance will be assessed in conjunction with others.

Supervised rest breaks

Additional rest breaks could be permissible for some candidates.

Rest breaks should be incorporated into the format of the examination (for example taking a rest break between exercises or sequences).

Allowing Other Forms Of Communication To Be Used Within An Examination

For some candidates, it may be permissible to use alternative forms of communication to give direction or instruction, or a hearing loop, although these should be kept to a minimum by the examiner in accordance with examination regulations.

Examples of alternative communication could be the use of British Sign Language to give instruction or direction, but only where this does not compromise a candidate's ability to perform the required exercises. Where BSL is the primary means of communication for a deaf candidate, these candidates may have the support of a BSL/English interpreter to sign the instructions or directions to them, which are being given by the examiner. The teacher is responsible for providing this.

The BSL interpreter should be recruited with integrity by the teacher and hold an appropriate qualification in the sign language and a good working knowledge of the content of the examination and must not be related to the candidate.

A candidate should, wherever possible, have had previous experience of working with a BSL/English interpreter and should have used this arrangement during their classes.

Other Forms Of Reasonable Adjustment

Identifying eligible candidates for reasonable adjustments

Candidates are normally eligible for reasonable adjustments if their ability to undertake an assessment is likely to be substantially affected by a particular impairment. Many of these candidates will be defined as being disabled under the Disability Discrimination Act. Please note that some candidates may not be registered as disabled but they may still be considered.

The submission of evidence to support a request for Reasonable Adjustments

Requests for Reasonable Adjustments should be made by the teacher. Requests for reasonable adjustments should be made at least 14 days in advance of the examination in writing to the General Secretary at BATD.

In order to ensure that any adjustment to assessment will only provide the candidate with the necessary assistance without giving him or her an unfair advantage over others, the person responsible for submitting the form must be clear about the extent to which the candidate is affected by the disability or difficulty.

Requests for reasonable adjustments should contain appropriate evidence of the disability or learning difficulty for which the adjustment is being requested. This could include (depending on the nature of the adjustment and the difficulty):

- evidence of assessment of the candidate's needs in relation to the particular assessment, made by the teacher or another responsible

Policy for Reasonable Adjustments And Special Considerations

person. This evidence should include an indication of how the teacher currently meets the candidate's needs and should show that the candidate can cope with the level and content of the grade for which they are being entered.

- medical or expert evidence to support the application from appropriately qualified individuals This could 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 current report should set out the nature of the difficulty and extent to which the candidate is affected by the difficulty, including the effects of any medication that the candidate may be taking.

Applying for Special consideration

Due to the nature of special considerations – that they are requested at the time of the examination – each request will be unique to that candidate and that particular examination, and must be discussed with BATD.

In the case of dance examinations, the candidate should make the request before the examination to the examiner, ideally before the examination session starts or during a break so that the examiner has time to read the request. The various options open to the examiner could be as follows:

In the case of a candidate who has been disadvantaged by a temporary illness, injury or adverse circumstances it may be possible:

- To reschedule the examination for later in the day, if there is capacity for this to occur. This would give the candidate additional time to prepare and rest before the examination.
- To offer the candidate the opportunity to reschedule the examination for a later date. This would need to be done in consultation with BATD's head office staff and may not be possible to confirm on the day.

A candidate will not be eligible for special consideration due to:

- Minor disturbances during an examination
- A permanent disability or difficulty (in these cases candidates should apply for reasonable adjustments)

Roles and responsibilities for special considerations

In the context of dance examinations, the first line of responsibility for deciding on whether a special consideration should be upheld is the Examiner appointed for that particular examination session.

Examiners should use their judgement within the guidelines set out by BATD to decide if a particular candidate's circumstances warrant a special consideration. Within the limits of their responsibility, they can decide to reschedule an examination (if this is possible within the examination timetable) to later in the day.

Examiners would be expected to refer to Head Office in cases where an examination would have to be rescheduled for a later date as this would need to be confirmed formally with the teacher.

Policy for Reasonable Adjustments And Special Considerations

Head Office and the General Secretary would always be the final arbiter of any decision made about special considerations – these decisions should be logged and recorded for monitoring purposes and to inform future decisions.

The British Association of Teachers of Dancing

Appeals Policy

Introduction

This policy is aimed at teachers and candidates who are involved in the assessment of BATD examinations.

An appeal is defined as a request to an awarding body to carry out checks on the grades or grades awarded as a result of the candidate being dissatisfied with the result of their assessment. Please see below for the grounds of appeal accepted by BATD.

If candidates or teachers have any general complaints to make about the service provided by BATD, which do not affect results or grades, they should contact the General Secretary.

This appeals policy is available on our website at www.batd.co.uk.

Please note that we treat all appeals in confidence and will not make details available to any other parties.

Procedure for appeals

If a candidate wishes to make an appeal they must do so in writing to:

**The General Secretary
The British Association of Teachers of Dancing
Pavilion 8
Upper Level
Watermark Business Park
315 Govan Road
Glasgow
Scotland
G51 2SE**

Or via e-mail to: katrina.allan@batd.co.uk

Appeals should be **clearly marked** as such. Verbal appeals will not be considered.

Appeals by candidates will be considered if they concern:

- Appeals in respect of errors in procedure
- Appeals in respect of errors in matching comments to grades awarded

Appeals against errors in procedure or matching comments to grades awarded

Grounds for an appeal will only be accepted if the comments made by examiners on report forms do not match the grades awarded, or if the processes set out in examiners and teacher guidelines have not been followed. Appeals which question the technical judgement of the examiner or the grades awarded will not be accepted if the process has been followed.

Appeals procedures

Candidates should contact the General Secretary in the first instance no later than 30 days from the date of the examination. In exceptional circumstances, candidates may lodge an appeal later than the stated 30 days, however this is at the discretion of the General Secretary. The appeal should include the candidate name, dance school, examination being appealed against and the nature of their appeal. Please provide as much information as possible to enable a thorough investigation to be carried out. All appeals should be **clearly marked** as appeals.

Candidates may only appeal once their result has been received.

If a candidate or teacher has contacted BATD by telephone they should follow any verbal contact with an appeal in writing to the General Secretary.

Only one appeal per candidate will be accepted. This may come from either the candidate themselves if they are aged over 16, their teacher or a designated person acting on the candidate's behalf (e.g. a parent or carer).

First Level Appeal

The General Secretary will carry out the first level appeal. They will make a judgement after receiving the report from the individual examiner on the case in question.

Once the judgement has been made the appellant will receive written confirmation of the outcome. If the appeal is upheld, BATD either make an adjustment to the grades or offer a free re-examination at the nearest examination centre. If a re-examination is offered, BATD will agree a time limit with the candidate concerned to protect the interests of all concerned and reproduce the original conditions as closely as possible.

We will inform you within 28 days of acknowledgement of receipt of the appeal whether the appeal is successful. In the case of a successful appeal, the offer of a re-examination will terminate the appeals process, whether or not it is accepted.

Second Level Appeal

If a candidate is unhappy with the judgements made in the first level appeal, then they have the right to a second level of appeal. The second level appeal involves an independent review of the decisions made by the General Secretary by the Executive Council and a judgement made about whether the decisions reached in the first level of appeal should be upheld. The independent person(s) will not be directly involved with the appeal in question, and will be independent of BATD (ie will not sit on the Executive Council or work for BATD).

Once the judgement had been made the appellant will receive written confirmation of the outcome.

Second level appeals must be made no later than 14 days from the date of the previous decision.

We will inform you within 28 days from the beginning of the second stage of the process whether the appeal is successful. A fee of £25 will be applicable for each candidate up to a maximum of £125 for five candidates or more which will be refunded if the appeal is successful.