

**THE BRITISH ASSOCIATION OF
TEACHERS OF DANCING
EXAMINATIONS – A TEACHER'S GUIDE**

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Booking your Examination Session

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, Stage and Ballet) or Joy Tolev, 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 any level higher than Gold.
9. Please remember there should be a maximum of 5 candidates per group (grade). Preferable 4 in the Grades and 2-3 in the medal tests.
10. 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 would be charged on the full test/examination fees, including the teacher's discount (which would 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 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 work "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.

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.

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

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)
<p>FEEDBACK/AREAS FOR IMPROVEMENT</p> <p>Please include feedback to the school/teacher here if:</p> <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

The British Association of Teachers of Dancing

EQUAL OPPORTUNITIES POLICY

Equal opportunities and fair access to assessment – our commitment to candidates and teachers

We aim to ensure that equality of opportunity is promoted in all areas of our products and services and that unlawful or unfair discrimination, whether direct or indirect, is eliminated.

BATD undertakes to comply with the requirements of equalities legislation in force including the Disability Discrimination Act (DDA), the Race Relations Act, the Sex Discrimination Act and the Human Rights Act. We will ensure that we have systems in place to ensure that we do not discriminate against any candidate either directly or indirectly, on the grounds of colour, race, nationality, ethnic origin, gender, mental or physical disability, marital status or sexuality. We therefore require of all BATD teachers and schools that they do not discriminate in any of these respects. BATD employees will also be expected to comply with the requirements as set out in this policy.

As a dance association, we ensure that:

This policy is widely publicised to all our customers

- This policy will be made freely available all our customers, including candidates, teachers and parents.

Candidates have fair and equal access to assessment opportunities

- The widest possible diversity of candidates can access the content and assessment of our products and services
- The entry requirements, content and assessment demands of our products and services are appropriate to the knowledge, understanding and skills specified and do not act as unnecessary barriers to achievement
- Where there are unavoidable barriers to access, we will make these clear to candidates and teachers and manage their expectations appropriately
- All our products and services will ensure fair assessment for all candidates
- The language we use in our materials is clear, free from bias and appropriate to the target group
- We aim to produce and endorse material that is free from bias, clear and uses plain English

We develop our products against this policy

Equality and diversity is inherent in all BATD policies and procedures, including:

- Training and development of BATD employees and Examiners
- Development of examinations
- Quality assurance of examinations

We will ensure that we minimise any barriers to access by providing examination syllabuses which:

- Are clear, use appropriate language and are in plain English
- Are unbiased towards any of our candidates regardless of age, gender, race etc
- Identify any potential barriers to access for candidates and deal with these through our reasonable adjustments and special considerations policy

BATD Equal Opportunities policy

We review and evaluate our products and services against this policy

- All our examinations, syllabuses and learning resources are reviewed against this policy
- All our services to candidates and teachers are reviewed against this policy
- We will always act fairly when working with candidates and teachers
- We will always support and demonstrate the principles of equality of opportunity.

All teachers as members of the association will adhere to this policy

- Teachers and schools continue to adhere to current equal opportunities legislation
- Teachers continue to operate an effective equal opportunities policy, with which candidates are familiar and which applies to all candidates using our products and services

The British Association of Teachers of Dancing

SAFE DANCE PRACTICE POLICY **(Adapted from Dance UK Guidelines)**

The dance profession aspires to:

Excellence in dance performance.
Healthy and effective dance training/teaching.
Fit, healthy, confident, accomplished dancers providing positive role-models for future generations.
Responsible employment taking into account dance specific industry recommendations in addition to statutory health and safety requirements.
Continuing professional development.

All dancers have a right to:

Be taught safely and effectively by an appropriately qualified and experienced teacher.
Education in and access to up-to-date information on healthy dance practice, injury prevention and dance science.
Safe and appropriate spaces to work in.
A working environment that allows for adequate rest, nutrition, hydration.
A working environment that is conducive to psychological as well as physical health in order to meet the performance demands of the dancer-athlete.

Dance education and training

For young people and the general public will include

A basic introduction to warming up and cooling down, nutrition and applied anatomy demonstrated through the teaching.
Clarity from the teacher for students and parents on why these are important and how they apply to healthy dance practice.
Signposts to further information for students and parents.

For vocational dance students will include:

The above and...

Education in how the interrelated areas of anatomy, physiology, biomechanics, psychology and nutrition apply to dance practice and performance.

Essential information on injury prevention and management.

Essential information on the growth spurt.

Dance spaces – what the requirements for safe and optimal dance practice are and how to mitigate risk in circumstances that are not ideal.

For dance teachers will include:

The above and...

The application of the above in and through the teaching of dance.

Basic first aid and the contents of a dancer's first aid box.

Continuing Professional Development (CPD) on the above subjects to be undertaken at least biennially.

Being a member of an appropriate network/organization that will ensure access to up-to-date information and news of developments in the field.

Professional dancers, choreographers, directors and dance managers:

Will keep themselves, regularly updated on the latest best practice for dancers' health, wellbeing and performance appropriate to their position.

Working environment

Dance spaces – the requirements for safe and optimal dance practices are:

A clean, non slippery floor with the appropriate surface for the type of dance (see also [Improving Dance Floors](#) and [Dance Floors](#) by Mark Foley (1998, Dance UK) www.danceuk.org

A high enough ceiling to allow jumping, leaping and lifting without obstruction.

Enough space so that when limbs are outstretched each dancer has enough personal space not to come into contact with an obstruction/fellow dancer.

Natural lighting (for regularly used rehearsal spaces and studios).

Well-ventilated.

Heating able to be maintained at a comfortable 21c, not going below 18c.

Policies

Organisations will have in place the following policies as appropriate to their practice:

Child protection.

Disability including reference to disabled dancers in a company.

Equal opportunities.

Health and Safety – general.

Injury prevention and management,

Eating disorders.