

# INTERNAL QUALITY ASSURANCE POLICY

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WELCOME TO OUR SCHOOL



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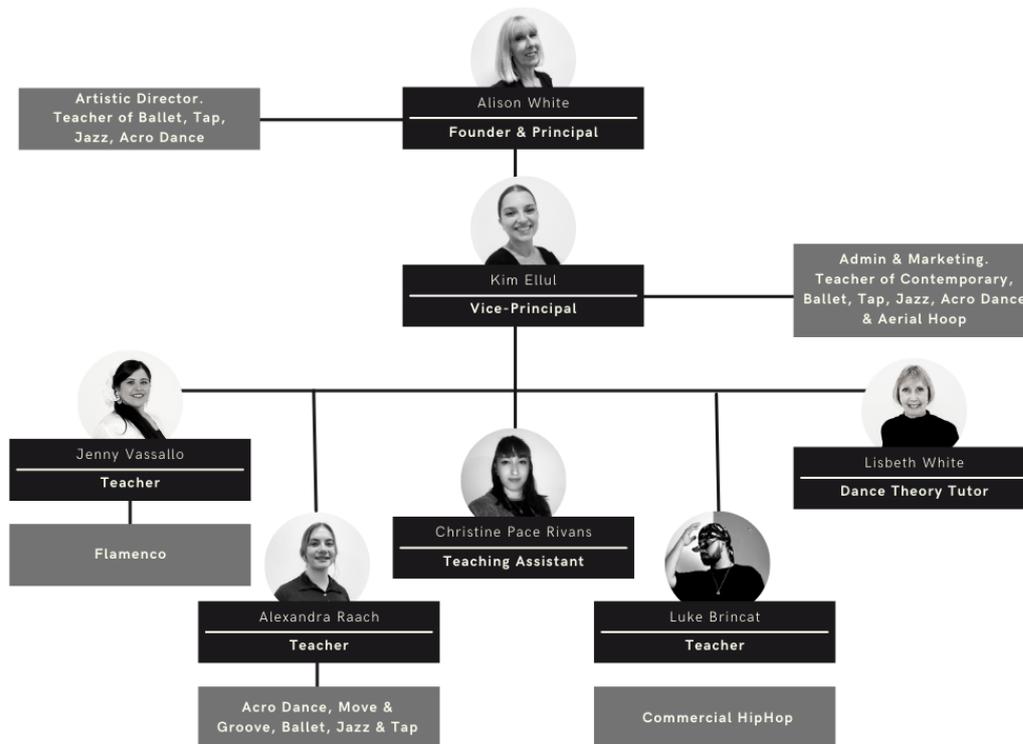
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## **Mission Statement**

The Alison White Dance Studio is committed to help develop and produce innovative and creative students who have the skills, imagination, and resourcefulness to inspire. We encourage students to be challenged and versatile in the dance world, while offering a safe space for learning for all.

# Internal Quality Assurance (Standard 1)



## Roles & Responsibilities:

### 1. Principal

- **Artistic Direction:** Setting the artistic vision and goals for the school, ensuring the overall quality and integrity of the dance education provided.
- **Curriculum Selection:** Ensuring that the chosen curriculum aligns with the school's mission, caters to the needs and abilities of students, and meets relevant educational standards.
- **Teaching and Coaching:** The principal may teach classes or provide coaching to students. This helps maintain a connection to the students and the teaching process.
- **Staff Management:** Hiring, training, and supervising faculty and administrative staff. This includes conducting evaluations, providing feedback, and fostering a positive and collaborative work environment.
- **Facilities Management:** Ensuring that the school's facilities are well-maintained, safe, and conducive to learning and performance.
- **Performance Production:** Planning and organizing performances, recitals, and other events to showcase students' talents and provide performance opportunities.
- **Advocacy:** Advocating for the importance of dance education and the arts in general, both within the school community and in the broader community.

The principal plays a key leadership role in ensuring the success and sustainability of the dance school, both artistically and administratively.

## 2. Vice-Principal

- **Student Recruitment and Retention:** Developing strategies to attract new students to the school and retain existing ones. This may involve marketing and offering incentives to keep students engaged.
- **Financial Management:** Overseeing the school's budget, tuition rates, fundraising efforts, and financial planning to ensure the financial health and sustainability of the school.
- **Administrative Support:** Assisting the principal in administrative tasks such as scheduling classes, managing student records, handling inquiries, and coordinating communications within the school community.
- **Policy Development:** Participating in the development and implementation of school policies, procedures, and guidelines related to student conduct, safety, and other administrative matters.
- **Emergency Response:** Assisting in developing and implementing emergency procedures and protocols to ensure the safety and well-being of students, faculty, and staff.
- **Internal Quality Assurance:** Create a supportive and enriching learning environment where students can develop their skills, achieve their goals, and foster a lifelong love of dance, which is also compliant relevant laws, regulations, accreditation standards, and industry best practices.

The vice-principal plays a crucial role in supporting the principal and helping to manage the day-to-day operations of the dance school, ensuring a positive and productive learning environment for students and staff alike.

## 3. Teachers

- **Instruction:** Planning and delivering high-quality dance instruction at various levels, and using techniques tailored to the needs and abilities of individual students or classes.
- **Skill Development:** Fostering the development of technical skills, artistic expression, creativity, musicality, and performance quality among students through structured exercises, drills, and choreography.
- **Artistic Guidance:** Providing guidance and feedback to students on posture, alignment, movement quality, dynamics, and interpretation to help them grow as dancers and artists.
- **Class Management:** Creating a positive and inclusive learning environment by establishing clear expectations, maintaining discipline, managing class dynamics, and addressing behavioural issues effectively.
- **Safety and Injury Prevention:** Ensuring the safety of students by teaching proper dance techniques, warm-up routines, and injury prevention strategies, and supervising students to minimize the risk of accidents or injuries.
- **Professional Development:** Engaging in ongoing professional development activities, such as attending workshops, conferences, and training sessions, to enhance their teaching skills, knowledge, and expertise.
- **Performance Preparation:** Preparing students for performances, competitions, examinations, and auditions by coaching them on choreography, stage presence, costume, and makeup, and providing rehearsal opportunities.

Teachers play a multifaceted role in nurturing the growth and development of their students, instilling a love of dance, and inspiring them to achieve their goals and aspirations in the world of dance.

#### 4. Teaching Assistant

- **Classroom Assistance:** Assisting teachers during dance classes by demonstrating movements, providing individual attention to students, and helping with class setup and cleanup.
- **Student Support:** Supporting students who may need extra assistance with understanding instructions, mastering techniques, or staying focused during class.
- **Safety Monitoring:** Assisting with safety procedures and protocols during classes, rehearsals, and performances to ensure the well-being of students and prevent accidents or injuries.
- **Behavior Management:** Supporting teachers in managing classroom behavior by reinforcing rules, redirecting disruptive behavior, and maintaining a positive and orderly learning environment.
- **Rehearsal Assistance:** Assisting with rehearsals for performances, competitions, or recitals by helping students with costume changes, providing encouragement, and ensuring smooth transitions between dances.

Teaching assistants play a supportive role in the dance school environment, helping to create a positive and enriching experience for students while assisting teachers in delivering high-quality instruction and maintaining a safe and organized learning environment.

#### 5. Dance Theory Tutor

- **Theoretical Instruction:** Teaching fundamental concepts, principles, and theories of dance, including dance history, terminology, styles, genres, and cultural contexts.
- **Critical Analysis:** Facilitating discussions and activities that encourage students to analyze, interpret, and critique dance performances, choreography, and historical developments within the field of dance.
- **Research Skills:** Teaching students research methods, resources, and techniques for investigating topics related to dance history, theory, and criticism, and guiding them in conducting independent research projects.
- **Integration with Practical Training:** Integrating theoretical concepts with practical dance training by helping students understand how historical, cultural, and theoretical knowledge enhances their performance and choreographic skills.
- **Mentorship and Advising:** Providing mentorship, guidance, and academic advising to students interested in pursuing further studies or careers in dance theory, criticism, education, or related fields.

Dance theory tutor plays a vital role in helping students develop a deeper understanding and appreciation of dance as an art form, providing them with the knowledge, skills, and critical thinking abilities necessary for success in both academic and professional contexts.

AWDS' commitment to openness dictates that the document/policy will be made publicly available on the *About* page on our website.

## Institutional Probity (Standard 2)

### **Leading Staff**

Our leading staff consists of the Principal of the school, an overall manager, teachers, teaching assistants and cleaning staff.

- Principal

Oversees the running of the school, delegates tasks, oversees programs taught and takes feedback from staff about proposed ideas and concepts. Principal of the school will need GQAL Level 4 Certificate In Dance Teaching as well as a minimum 10 years of teaching experience and a minimum 3 years of entering students for Examinations.

- Vice Principal

Handles most of the administration and takes care of marketing, social media presence, queries, and scheduling.

- Teachers

Teach classes in their respective disciplines, offer feedback to students and to Principal. Offer ideas and proposals as required and pitch in where required.

- Teaching assistants

Assist teachers as required according to student needs.

- Cleaning staff

Takes care of the cleaning and sanitization of the school, including studio floors, windows, bathrooms, and all common areas.

All members of staff report regularly to the Principal, and they ensure that the aims set for the Block/Term are being met. Staff meetings are held on a regular basis (4-6 weeks) to facilitate the smooth running of the school and to tackle any difficulties and problems that arise. The Principal uses various communication channels (phone calls, staff group chats, personal emails/messages) that staff can reach out on whenever they need, and organizes Staff Appraisals as required to monitor the staff's work.

The recruitment of a new principal takes place via the succession plan in place, with the principal training the vice principal to assume a leadership role.

- 1. Assessment of Current Leadership Needs:**

- Evaluate the current and future leadership needs of the school, considering factors such as organizational goals, challenges, and strategic direction.

- 2. Individual Development Plans:**

- Work with the vice principal to create individual development plans that outline their strengths, areas for growth, and specific actions to prepare them for the role of principal. This may include leadership training, mentorship, and professional development opportunities.

- 3. Mentorship and Coaching:**

- Pair succession candidate with the principal who can provide guidance, support, and feedback as they prepare for the role of principal. Encourage regular meetings and check-ins to discuss progress, challenges, and growth opportunities.

- 4. Communication and Transparency:**

- Communicate openly and transparently with all stakeholders about the succession plan, including the rationale behind it and the criteria for selecting candidates

#### **5. Evaluation and Adjustment:**

- Regularly evaluate the progress of the succession plan and make adjustments as needed based on feedback, changing circumstances, or emerging opportunities. Continuously monitor the development of vice principal and provide support where necessary.

By following these steps, the school can develop a comprehensive succession plan that prepares the vice principal to successfully transition into the role of principal and ensures continuity of leadership for the school's continued success.

## **Finance**

### **Duties carried out in-house by Vice-Principal:**

1. **Invoices:** Managing invoices, payments, and receipts for goods and services purchased by the school (accounts payable), as well as tracking and collecting payments from students for tuition, classes, costumes, and other fees (accounts receivable).
2. **Budgeting:** Developing and managing the school's budget, which includes estimating income, forecasting expenses related to maintenance works, costume needs & professional development.

### **Duties carried out by our Accounting Firm:**

3. **Payroll:** Processing payroll for employees is outsourced to our accountants firm. The principal takes care of payments to employees and freelance artists/guests.
4. **Financial Reporting:** The tasks of generating financial reports such as profit and loss statements, balance sheets, and cash flow statements to provide insights into the school's financial performance.
5. **Tax Compliance:** Ensuring compliance with tax regulations and filing requirements at the local, state, and federal levels. This includes withholding and remitting payroll taxes, reporting income, and claiming eligible deductions or credits.

## Design and Approval of Programmes (Standard 3)

The programmes we offer that result in certification are devised by British Theatre Dance Association and are chosen by the Principal and staff. BTDA allows us to hold graded examinations in Classical Ballet, Modern Jazz and Tap. These specific courses were chosen in line with what our staff believes to be the right fusion of genres to form a well-rounded dancer, as well as according to requirements for Undergraduate and Bachelor courses overseas. These choices help us feel confident that should a student decide to pursue their training in other institutions, if the right commitment and dedication is applied, they will be up to the required standard and able to adapt. The chosen programmes also come from prospective student requests. Where needed, AWDS provides feedback to BTDA/GQAL on the programmes via their [Complaints Policy & Procedure](#), or orally during the AGM.

## Teaching Staff (Standard 6)

Teachers are recruited on a need-by-need basis, according to how many classes are available and which genres we need covering. Recruitment is normally done in one of two ways:

- **Scouted recruitment:** If the Principal or Vice Principal knows of a teacher that would fit the post adequately, we would get in contact with them and enquire whether they are interested and available. This would then lead to an interview with the principal who would determine whether the teachers aligns with our values and can provide what we are looking for.
- **A call on our social media:** Any applicants from this call would be shortlisted and then called to an interview with the principal.

The minimum eligibility criteria for teaching a GQAL regulated programme at the Alison White Dance Studio is a GQAL Level 4 Certificate In Dance Teaching.

Upon employment the teacher is provided with the following terms and conditions:

- Duration of employment (in the case of a definite term contract)
- A mutually agreed upon hourly rate of pay
- Working hours: the teacher is dutybound to keep their assigned hours free from other commitments.
- Regular Appraisals: these are held by the Principal at their discretion to ensure that the teacher's work aligns with their vision and will be in the form of teaching observation.
- Production week duties: teachers will be expected to be available for their group's rehearsals, time allotted on stage for spacing and dress rehearsals.
- Replacing classes: A teacher shall not subcontract or transfer any class/duty without prior approval from AWDS.

Teachers are kept informed on upcoming courses and opportunities for professional development held by the associations AWDS is affiliated with or any other workshops or short courses, and necessary time off is always granted for such opportunities. In addition, the Principal hosts Teacher Workshops on a quarterly basis, to ensure the programmes are being delivered at a good standard and that the teachers have the support they need.

## Public Information (Standard 9)

1. **Program Information:** Providing information about the dance programs offered, including class schedules, descriptions, curriculum outline. This information together with the right guidance from staff members helps prospective students and parents make informed decisions about which classes or programs are suitable for them.
2. **Tuition and Fees:** Clearly communicating tuition rates, any other expenses associated with attending classes, sitting for examinations or participating in performances.
3. **Faculty and Staff Profiles:** Sharing biographical information, qualifications, and credentials of dance instructors. This helps establish trust and credibility with students and parents by demonstrating the expertise and professionalism of the school's faculty and staff.
4. **Policies and Procedures:** Publishing policies and procedures related to [attendance](#), [behavior](#) expectations, and [safety](#) protocols. Clear communication of these policies helps ensure a positive and productive learning environment for students and promotes accountability and fairness in the school's operations.
5. **Performance and Event Information:** Announcing upcoming performances and other events hosted school. Providing event details, such as dates, times, venues and ticketing information.
6. **Accreditation and Affiliations:** Disclosing any accreditation, certification, or affiliations with professional dance organizations, educational associations, or regulatory bodies. This information can enhance the school's credibility and reassure students and parents of its commitment to high standards of quality and professionalism.
7. **Accessibility and Inclusivity:** Ensuring that public information is easily accessible to individuals with disabilities and providing accommodations or alternative formats upon request when possible. Demonstrating a commitment to accessibility and inclusivity helps ensure equal access to educational opportunities for all students.

This information is kept up to date by our Vice Principal, who takes care of our online presence.

# Teaching, Assessment & Support for Students

## (Standards 4 & 7)

BTDA offers an online portal with teaching resources (syllabi and audio material); each registered teacher would have personal private access to this. All classes are to be conducted face-to-face.

When planning dance lessons, dance teachers should consider various factors to ensure that the lessons are engaging, effective, and well-suited to the needs and abilities of their students. These are the top things we encourage staff to consider :

1. **Student Skill Level:** Assess the skill level of the students in the class, including their technical proficiency, experience, and familiarity with the dance genre. Tailor the lesson content and difficulty level accordingly to provide an appropriate challenge without overwhelming or underwhelming the students.
2. **Learning Objectives:** Define clear learning objectives for each lesson, outlining what students should be able to accomplish by the end of the class. Align these objectives with broader learning goals for the course or curriculum to ensure continuity and progression in student learning.
3. **Music Selection:** Choose music that complements the dance style and reinforces the lesson objectives. Consider factors such as tempo, rhythm, mood, and musicality to enhance the students' understanding and expression of movement.
4. **Warm-Up and Conditioning:** Include a structured warm-up and conditioning segment at the beginning of the lesson to prepare students physically and mentally for dance activities. Incorporate exercises that target flexibility, strength, balance, coordination, and alignment to reduce the risk of injury and improve overall performance.
5. **Progression and Variation:** Design lesson plans that incorporate a variety of exercises, drills, and combinations to keep students engaged and motivated. Gradually increase the complexity and intensity of the movement sequences over time, providing opportunities for students to challenge themselves and build upon their skills.
6. **Feedback and Correction:** Incorporate opportunities for oral feedback, correction, and reflection throughout the lesson to support student learning and growth. Provide constructive feedback that highlights areas of improvement while also acknowledging students' strengths and progress.
7. **Inclusion and Differentiation:** Consider the diverse learning styles, and abilities of all students in the class and adapt the lesson plans as needed to accommodate individual differences. Provide modifications, adaptations, and alternative approaches to ensure that all students can participate fully and experience success.
8. **Engagement and Enjoyment:** Create a positive and supportive learning environment that fosters creativity, self-expression, collaboration, and enjoyment. Incorporate interactive and dynamic teaching strategies, such as group activities, partner work, creative exploration, and guided feedback, to keep students actively involved and invested in the learning process.

**Premises:**

- 4 fully equipped dance studios fitted with dance flooring, barres, sound systems and mirrors.
- 3 toilets, a dressing room for students, and an office for staff and administrative duties.

**Pedagogical approach:**

- Use verbal explanations and physically demonstrate the correct stance/movements.
- Show different approaches to learning skills and problem solving.
- Allow exploratory learning by giving the students space to verbalize their process and discuss ideas.
- Instill confidence and a willingness and desire to practice their art form
- Be sensitive to the external pressure students are living with (particularly adolescents)
- Take note of any issues related to students' training, and if need be discuss with colleagues. The student might be encourage to take additional classes to supplement their training, or even explore the option of private classes to be able to help with their specific issues. The Principal will hold meetings periodically or on a needs basis. Staff is informed about such meetings via email/personal message.
- Make students' aware of dance as an art form with its respective historical, social and cultural contexts, helping to relate theory to practice.
- Use various teaching styles and resources.

**Assessment:**

Throughout the scholastic year teachers carry out informal continuous assessment, giving feedback to students and making sure that the class is the right fit for them. Feedback is given orally to students, and on occasion to parents via Feedback Days allocated by the school. These are held periodically according to the school's commitments and scholastic calendar.

BTDA examinations will be carried out at the Alison White Dance Studio, which acts as an examination center for GQAL. The examination consists of a session during which the student performs the syllabus work for a BTDA examiner. The examiner then sends the session report to BTDA center, and exam results are sent back with 6 weeks. Certificates will be sent directly to AWDS and then passed on to students accordingly. The teacher guiding the students is required to be in possession of GQAL Level 4 Certificate In Dance Teaching.

**A diverse student body:**

At AWDS we strongly believe that exposing students to a diverse student body from a young age, helps to prepare them for interactions with people with different views and backgrounds in other settings in their daily lives. We encourage teamwork and mutual respect, and we value fair and equal education, so our classes are open to all genders, ethnicities, cultures, religions, nationalities, and worldviews. In the case of alleged intolerance or discrimination, AWDS would act depending on the case by approaching students/parties concerned appropriately.

[Anti-Intolerance & Anti-Discrimination Policy](#)**Support Staff:**

Any learning assistants that work within AWDS, will be required to have sufficient experience with the dance programmes taught (minimum of Grade 5 BTDA Examination). In addition to this, the support staff will need to shadow various teachers to understand the different needs of different students. Often AWDS will search for a learning assistant in-house because that way we can ensure sufficient experience and clear communication. AWDS will inform support staff of any BTDA courses that will help develop and reinforce their training and experience assisting in the studio.

**Services available:**

Students are informed of supplementary services available to help them work towards obtaining their qualifications on a needs basis. Any students/parents of students with learning difficulties are informed of the option of having an assistant assigned to them upon registration.

**AWDS Complaint Formal Procedure:**

1. **Policy Statement:**
  - We are committed to addressing complaints promptly, fairly, and confidentially. The purpose of the complaint procedure is to keep a provide an avenue to express concerns, resolve issues and to maintain accountability.
2. **Designated Contact Person:**
  - The Vice-Principal is responsible for receiving and managing complaints.
3. **Submission Channels:**
  - A complaint can be submitted in an in-person meeting, or by sending an email to [alisonwhitedancestudio27@gmail.com](mailto:alisonwhitedancestudio27@gmail.com)
4. [Complaint Form](#)
5. **Initial Assessment:**
  - Upon receiving a complaint, the designated contact person should conduct an initial assessment to determine the nature and severity of the issue. This may

involve gathering additional information, consulting relevant parties, and assessing the potential impact on the school.

**6. Investigation:**

- If the complaint warrants investigation, the Vice-Principal will conduct a thorough and impartial investigation.

**7. Resolution and Communication:**

- Once the investigation is complete, the findings and proposed resolution will be communicated to the complainant in a timely and respectful manner. If appropriate, options for resolution will be offered.

**8. Confidentiality and Privacy:**

- Ensure that all parties involved in the complaint process are treated with respect and confidentiality. Protect the privacy of complainants, respondents, and witnesses to the extent possible while still conducting a thorough investigation.

**9. Record Keeping and Analysis:**

- Maintain records of all complaints received, including the nature of the complaint via the Form on Google Drive. Record any additional information such as outcomes.

# Student Admission, Progression & Certification (Standard 5)

## **Applying at AWDS:**

After having a conversation with prospective students or parents about the students' interests, age groups and level, we provide them with a Google Form link containing registration form with a price list and schedule to select classes from, and a [school policy document](#). At the end of this correspondence, students are invoiced and directed to make their payments via an online portal which confirms their registration. When signing up for a programme leading up to an examination, we follow up by sending our [Student Agreement](#).

## **Induction:**

At the start of the programme, newly admitted students will attend the first class of a course to familiarize themselves with the type of work that will be required of them, and to help the teacher ascertain whether they are in the correct class for their skill level. If the teacher sees that the class is a good fit, then the student continues in the class. If a change of level is required, the teacher will direct the student to another class that might be better suited and allow them to participate with the new class.

## **Prior Learning:**

When we know that a student has previous dance experience, we ask students/parents to provide any previous certification or information on the previous programmes attended. We use this information to find the correct placement for new students with previous experience.

## **Certification:**

Students may choose to sit for examinations or to pursue their training without examinations. Should the student wish to sit for exams, student performance is noted by teacher who then provides guidance as to what criteria the student must meet in order to take exams.

## **Information on Student Progression:**

AWDS will have a record of students' examination results on the private BTDA online portal that is available to teachers of examination courses. Any verbal feedback given during allocated Feedback Days, will be recorded by the teacher in point-form, and then uploaded to [this folder](#). This folder is for AWDS staff only.

## Information Management (Standard 8)

AWDS collects information at the beginning of each 6 week Block via the online registration form. This form includes

1. The Name & Surname of the student
2. Date of birth of student
3. Contact number of parent/guardian/student
4. Email Address to be used for correspondence
5. List of classes for student to choose from for enrolment.

This information is used to generate class lists and mailing lists for easy communication of any news or urgent notices. The only people with access to this list and the information on the forms are the Principal & Vice Principal.

Here are the methods and strategies used to gather data on student population, course participation, retention, success rates and student satisfaction:

1. **Student Registration Form:**
  - Includes comprehensive questions to gather basic demographic information about students. (Name & Surname, DOB, Contact Number, Email Address, which classes student is interested in)
2. **Dance School Management System:**
  - We have implemented a management system to store and organize student information. This helps track enrollment, other relevant details. This portal (Membermeister) is private and available to administration staff.
3. **[Exit Survey:](#)**
  - Collect feedback from students on various aspects such as class schedules, and overall satisfaction.
4. **Attendance Records:**
  - Attendance is taken by teachers during each and every class. Records are analyzed to identify patterns and trends. Low attendance may be an indicator of potential issues that need to be addressed.
5. **Performance Assessments:**
  - Students' progress is tracked through examinations. Success rates are monitored by evaluating the number of students progressing to higher levels or achieving specific grades.
6. **Teacher and Staff Feedback:**
  - Verbal feedback is gathered from dance instructors and support staff regarding their observations on student progress, challenges, and satisfaction.
7. **Social Media and Online Reviews:**
  - Social media platforms are monitored for feedback from students and parents. This can provide a broader perspective on the school's reputation and areas for improvement.
8. **Parental Feedback:**
  - Screenshots of parents' feedback delivered via email or messages are gathered into a Google Drive folder for future reference.

**9. Periodic Reviews, Reports/Analysis:**

- Our Management system will be used to generate periodic reports that consolidate information on student population and retention rates, and the vice-principal will analyse the information collected to effectively make any changes required to delivery of the programmes/give relevant feedback to BTDA.

**10. Continuous Feedback Mechanism:**

- A [google form](#) with an open option for feedback is posted on our closed parent/student social media group, so that these can provide real-time feedback on whatever they wish.

## Ongoing Monitoring & Review of Programmes (Standard 10)

The changes in the courses we provide are made and reviewed by our examining body, British Theatre Dance Association. When changes are made to the syllabi, the teachers are informed via a regular news bulletin or on the online portal provided by BTDA for registered teachers to download their teaching materials from. Any changes to the work is implemented accordingly by the teacher and the students in preparation for their examinations.

The Principal & Vice Principal constantly assess the needs of the students as well as the changes made to the syllabi, to determine if the programmes are relevant to their learning.

## Cyclical External Quality Assurance (Standard 11)

According to the feedback given by the independent audit panel, the Principal will make changes necessary, keeping all leading staff informed along the way.

Each time an examination session is held at AWDS, the examiner also reviews the examination centre, in this case AWDS, and a report is sent to the Principal together with the students' certificates.

An overview of our process of evaluating and maintaining the quality of education and services provided by the school through external oversight and validation:

1. **External Evaluation:** Each time an examination session is held at AWDS, the examiner from BTDA also reviews the examination center, in this case AWDS, and a report is sent to the Principal together with the students' certificates.
2. **Self-Assessment:** In preparation for external evaluation, the dance school conducts a self-assessment to review its compliance with the established standards, identifies areas of strength and weakness, and develops action plans for improvement.
3. **Action Planning:** Based on the findings of the external evaluation and self-assessment, the dance school develops action plans to address any areas of non-compliance, deficiencies, or opportunities for improvement. These action plans outline goals, strategies, timelines, and responsibilities for implementing improvements.
4. **Implementation of Improvements:** The dance school implements the action plans by allocating resources, implementing new policies and procedures, providing staff training and professional development, upgrading facilities and equipment, and revising curriculum and instructional materials as necessary.

## Attendance Policy

These are AWDS's expectations for students regarding their attendance and participation in classes, rehearsals and performances:

1. Attendance Requirements: Regular attendance and punctuality are vital in achieving success in dance education. Students are to attend all classes pertaining to their chosen genre in order to progress to higher levels, participate in performances, or sit for examinations.
2. Notification Procedures: In the case of any absences or tardiness, kindly contact the school by email on [alisonwhitedancestudio27@gmail.com](mailto:alisonwhitedancestudio27@gmail.com). Whenever possible students/parents are to give advance notice for extended absences or planned events.
3. Makeup Classes: When classes are missed, students are allowed to make up for them in any genre they would like, as long as they do so within the same Block.
4. Attendance Records: Attendance is taken by the teacher of the class. Should parents wish to access this information, they are to contact the school by email on [alisonwhitedancestudio27@gmail.com](mailto:alisonwhitedancestudio27@gmail.com).
5. Accommodations: In the case of prolonged absence due to injury, a 50% refund will be given off the next bill upon presentation of a doctor's certificate.

# Behaviour Policy

1. Respectful Behavior: Teachers, fellow students, staff, and other members of the dance community are to be treated with respect, courtesy, and kindness at all times.
2. Attendance and Punctuality: Arriving on time, prepared, and ready to participate is crucial. Regular attendance and punctuality are vital in achieving success in dance education.
3. Dress Code: There are different dress code requirements for different dance classes. Please refer to the Uniform Checklist to make sure you are wearing the correct gear.
4. Bullying and Harassment: Bullying, harassment, discrimination, and other forms of inappropriate behavior based on race, gender, age, sexual orientation, disability, or other protected characteristics are prohibited. Any incidents should be reported to school principal/vice-principal.
5. Social Media and Technology Use: It is important to maintain professionalism, confidentiality, and respect for others' privacy when posting content online. The use of mobile phones during class time is prohibited.

## Safety Procedure Policy

1. First Aid and Medical Assistance: Staff is trained in first aid and CPR (Cardiopulmonary Resuscitation) and has access to first aid supplies on each floor of the building.
2. Facility Safety Inspections: Regular inspections of dance studio facilities, equipment, and amenities to identify and address potential hazards, such as slippery floors, uneven surfaces, loose or damaged equipment, inadequate lighting, or obstructed pathways. Implement corrective actions and maintenance procedures to mitigate risks and ensure a safe environment for students and staff.
3. Warm-Up and Conditioning: Incorporate structured warm-up exercises, stretching routines, and conditioning drills into dance classes to prepare students physically and mentally for movement activities, reduce the risk of injury, and improve flexibility, strength, balance, and coordination.
4. Safe Dance Practices: Educate students about safe dance practices, including proper alignment, posture, technique, and pacing to minimize the risk of overuse injuries, strains, sprains, and fatigue. Encourage students to listen to their bodies, respect their physical limits, and communicate any discomfort or pain to instructors promptly.
5. Hydration and Nutrition: Promote hydration and healthy nutrition to support students' overall health and well-being, especially during intense training sessions, rehearsals, and performance or examination seasons. Encourage students to stay hydrated, eat balanced meals, and replenish electrolytes as needed to maintain energy levels and prevent dehydration or fatigue.

# Anti-Intolerance and Anti-Discrimination Policy

AWDS is committed to providing a safe and inclusive environment where all students and staff members are treated with dignity and respect. This Anti-Intolerance and Anti-Discrimination Policy aims to promote equality, prevent discrimination, and address intolerance in all its forms within our school community.

## 1. Scope

This policy applies to all students, staff members, freelance contractors, volunteers, parents, and other individuals associated with AWDS.

## 2. Definitions

*Intolerance:* Intolerance refers to any form of prejudice, bias, or hostility towards individuals or groups based on their race, ethnicity, nationality, religion, gender, sexual orientation, disability, socio-economic status, or any other characteristic.

*Discrimination:* Discrimination is the unjust or prejudicial treatment of individuals or groups based on their actual or perceived differences.

*Harassment:* Harassment includes any unwelcome conduct, verbal or physical, that creates an intimidating, hostile, or offensive environment.

## 3. Principles

*Respect:* Treat all individuals with dignity, fairness, and respect.

*Equality:* Provide equal opportunities for all students and staff members regardless of their backgrounds or characteristics.

*Inclusion:* Foster an inclusive environment where diversity is celebrated and valued.

*Zero Tolerance:* Maintain a zero-tolerance policy towards intolerance, discrimination, and harassment in any form.

## 4. Prohibited Conduct

AWDS prohibits the following conduct:

- Discrimination based on race, ethnicity, nationality, religion, gender, sexual orientation, disability, socio-economic status, or any other characteristic.
- Harassment, including verbal, physical, or written harassment, intimidation, or bullying.
- Retaliation against individuals who report incidents of intolerance or discrimination.

## 5. Responsibilities

*Principal/Vice Principal:* Provide leadership in promoting a culture of inclusion and respect, and ensure the effective implementation of this policy.

*Staff Members:* Treat all students and colleagues with respect and report any incidents of intolerance or discrimination.

*Students:* Respect their peers and report any incidents of intolerance or discrimination to appropriate authorities.

## 6. Reporting Procedures

- Encourage individuals who experience or witness intolerance or discrimination to report incidents promptly and confidentially to the Principal/Vice Principal. This can be done via email to [alisonwhitedancestudio27@gmail.com](mailto:alisonwhitedancestudio27@gmail.com)

- Complaints will be thoroughly investigated, and appropriate disciplinary actions will be taken against perpetrators.

#### 7. Support and Resources

Provide support services and resources for individuals who have experienced or witnessed intolerance or discrimination, including counseling, advocacy, and referral services.

#### 8. Information

Raise awareness about diversity, inclusion, and the prevention of intolerance and discrimination. Ensure that all staff members and students receive are aware of their rights and responsibilities under this policy.

#### 9. Compliance and Review

The Vice Principal will regularly review and update this policy to ensure its effectiveness and compliance with relevant laws and regulations and take corrective actions as necessary.

AWDS is committed to creating a community where all individuals are treated with dignity, respect, and fairness. This Anti-Intolerance and Anti-Discrimination Policy reflect our dedication to promoting equality, diversity, and inclusion within our organization/school.

# Student Agreement

1. This agreement shall govern the relationship between the *Alison White Dance Studio* (license number xxx), hereinafter referred as 'the educational institution' and \_\_\_\_\_, ID Number \_\_\_\_\_, hereinafter referred to as 'the student'. By accepting an offer to study at the institution and by completing the process of registration and enrolment, the institution and the student are agreeing to abide by the terms of this agreement.

2. The terms of this agreement will become effective upon registration and payment to the institution of the fees for the educational programme quoted in Clause 3.

### 3. The educational programme

- i. Name of the educational programme:
- ii. Awarding Body:
- iii. EQF/MQF Level:
- iv. Number of credits:
- v. Duration:
- vi. Commencement date:
- vii. Termination date:
- viii. Minimum Hours of Total Learning\*:
- ix. Mode of Delivery: **Face-to-face classes**
- x. Mode of Attendance: **Face-to-face**
- xi. Language of Instruction: **English**
- xii. Addresses where the programme will be delivered: **27, Alison White Dance Studio, Valley Road, Birkirkara**
- xiii. Entry Requirements for the educational programme (if any):
- xiv. Structure of the programme:
- xv. The intended learning outcomes:
- xvi. The teaching, learning and assessment procedures:
- xvii. Academic qualifications leading to a regulated profession
- xviii. The grading system:
- xix. The educational fees\*\*:

\*These are the minimum hours required to be entered for the examination. Once the teacher commences classes with the students, AWDS reserves the right to increase these recommended hours should the teacher see the need for further training. If a student/s is/are not ready to sit for an exam and more hours are needed, a new contract should be drafted and signed by both the institution and the student/s in question.

\*\*Should further training hours be required, the educational fee will also change.

### 4. Cancellation and Refund Procedures

A student may exercise the right to be refunded the tuition fees when: -

- A class is rescheduled after the application has been submitted, and the student cannot attend the new proposed date and time.

A student may apply for a refund by sending an email to [alisonwhitedancestudio27@gmail.com](mailto:alisonwhitedancestudio27@gmail.com) , explaining the reason for the refund request.

This agreement does not preclude the student from taking further action under the Consumer Affairs Act (Cap378 Laws of Malta)

## **5. Duties of the Educational Institution**

The educational institution shall: -

- (i) Provide to the student the teaching, assessment and other educational services for which the student is enrolled and the educational institution shall take all the steps which are reasonably in its power to provide these educational services in accordance with the terms of this agreement.
- (ii) Guarantee the students' rights, including the right to obtain assessment results upon the student having completed all the necessary assessment requirements of the programme or parts thereof.

## **6. Duties of the Student**

The student shall: -

- (i) Disclose to the educational institution full and accurate personal information as required for applications for admission, registration, and enrolment purposes.
- (ii) Inform the educational institution if there is any change to the personal information that was provided at admission, registration or enrolment stage as soon as is reasonably practicable.
- (iii) Fulfill all the requirements of the educational programme; including participating in classes, submitting coursework on time, participate in course-related activities and adequately prepare and sit for examinations.
- (iv) Abide by any statutes, regulations, rules and policies which are in place in the educational institution, and which apply to students.

## **7. Institution's Default Clauses**

The institution is in default and hence obliged to refund the student with the tuition fees which have been paid, when: -

- (i) The educational programme does not start on the agreed starting day;
- (ii) The educational programme ceases to be provided at any time after it starts but before it is completed;
- (iii) The educational programme is not provided in full to the student due to a condition or restriction imposed on the educational institution by the Authority in accordance with the regulations in S.L607.03 or due to the revocation, by the Authority, of the applicable license or accreditation in accordance to S.L.607.03. Provided that where the intending student or the student has withdrawn from the programme before the day on which such circumstances arise, the educational institution shall not be deemed to be so in default

- (iv) The educational institution fails to issue all examination and other assessment results to the student upon the student having completed all the necessary assessment requirements of the programme or parts thereof.

### **8. Student's Default Clauses**

The student is in default and hence not eligible for a refund of tuition fees and any other expenses, such as travel and accommodation expenses, incurred for the purpose of studying in Malta: -

- (i) When the student withdraws from the programme either after the agreed starting day.
- (ii) Where the student not having previously withdrawn from the programme, fails to start the programme on the agreed starting day.
- (iii) Where the student fails to pay an amount they were directly or indirectly liable to pay the educational institution in order to undertake the programme.

### **9. Dispute Resolution Clause**

The educational institution and the student shall attempt to resolve any dispute by following this procedure:

- i. **Informal Discussion:** Encourage parties involved in a dispute to first attempt to resolve the issue informally by discussing it with each other. This can often lead to a quick and amicable resolution.
- ii. **Mediation:** If the informal discussion doesn't resolve the issue, offer mediation services. A neutral third party, such as a senior staff member, can facilitate a discussion between the parties involved to help them reach a mutually acceptable solution.
- iii. **Formal Complaint:** If the dispute remains unresolved after mediation or if it's a more serious issue, provide a formal process for submitting a complaint. This could involve filling out a standardized complaint form that outlines the details of the dispute.
- iv. **Investigation:** The Principal will investigate the complaint impartially. This might involve reviewing any relevant policies or procedures.
- v. **Resolution:** Based on the findings of the investigation, determine an appropriate resolution to the dispute. This could include disciplinary action, restitution, or other measures aimed at addressing the issue and preventing it from recurring.

This agreement is governed by Maltese Law and does not preclude the parties from seeking other legal remedies provided under the Laws of Malta.

### **10. Data Sharing Clause**

In accordance to article 5 of the Further and Higher Education Act (CAP 607 Laws of Malta) and without prejudice to the data protection provisions established by virtue of Regulation (EU) 2016/679 (the General Data Protection Regulation (GDPR), the (name of provider) shall grant access to the Malta Further and Higher Education Authority (MFHEA) to the information collected through this student agreement. The data shall be transmitted to the Authority within a reasonable time from when it was requested and shall be used by the Authority in pursuance of its functions.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Head of Institution's name

\_\_\_\_\_  
Student's Name

# School policies

*(This specific part is what AWDS sends out to prospective students – all policies compiled into 1)*

## Attendance Policy

These are AWDS's expectations for students regarding their attendance and participation in classes, rehearsals and performances:

1. Attendance Requirements: Regular attendance and punctuality are vital in achieving success in dance education. Students are to attend all classes pertaining to their chosen genre in order to progress to higher levels, participate in performances, or sit for examinations.
2. Notification Procedures: In the case of any absences or tardiness, kindly contact the school by email on [alisonwhitedancestudio27@gmail.com](mailto:alisonwhitedancestudio27@gmail.com). Whenever possible students/parents are to give advance notice for extended absences or planned events.
3. Makeup Classes: When classes are missed, students are allowed to make up for them in any genre they would like, as long as they do so within the same Block.
4. Attendance Records: Attendance is taken by the teacher of the class. Should parents wish to access this information, they are to contact the school by email on [alisonwhitedancestudio27@gmail.com](mailto:alisonwhitedancestudio27@gmail.com).
5. Accommodations: In the case of prolonged absence due to injury, a 50% refund will be given off the next bill upon presentation of a doctor's certificate.

## Behaviour Policy

1. Respectful Behavior: Teachers, fellow students, staff, and other members of the dance community are to be treated with respect, courtesy, and kindness at all times.
2. Attendance and Punctuality: Arriving on time, prepared, and ready to participate is crucial. Regular attendance and punctuality are vital in achieving success in dance education.
3. Dress Code: There are different dress code requirements for different dance classes. Please refer to the Uniform Checklist to make sure you are wearing the correct gear.
4. Bullying and Harassment: Bullying, harassment, discrimination, and other forms of inappropriate behavior based on race, gender, age, sexual orientation, disability, or other protected characteristics are prohibited. Any incidents should be reported to school principal/vice-principal.
5. Social Media and Technology Use: It is important to maintain professionalism, confidentiality, and respect for others' privacy when posting content online. The use of mobile phones during class time is prohibited.

## Safety Procedure Policy

1. First Aid and Medical Assistance: Staff is trained in first aid and CPR (Cardiopulmonary Resuscitation) and has access to first aid supplies on each floor of the building.
2. Facility Safety Inspections: Regular inspections of dance studio facilities, equipment, and amenities to identify and address potential hazards, such as slippery floors, uneven surfaces, loose or damaged equipment, inadequate lighting, or obstructed pathways. Implement corrective actions and maintenance procedures to mitigate risks and ensure a safe environment for students and staff.
3. Warm-Up and Conditioning: Incorporate structured warm-up exercises, stretching routines, and conditioning drills into dance classes to prepare students physically and mentally for movement activities, reduce the risk of injury, and improve flexibility, strength, balance, and coordination.
4. Safe Dance Practices: Educate students about safe dance practices, including proper alignment, posture, technique, and pacing to minimize the risk of overuse injuries, strains, sprains, and fatigue. Encourage students to listen to their bodies, respect their physical limits, and communicate any discomfort or pain to instructors promptly.
5. Hydration and Nutrition: Promote hydration and healthy nutrition to support students' overall health and well-being, especially during intense training sessions, rehearsals, and performance or examination seasons. Encourage students to stay hydrated, eat balanced meals, and replenish electrolytes as needed to maintain energy levels and prevent dehydration or fatigue.

## Anti-Intolerance and Anti-Discrimination Policy

AWDS is committed to providing a safe and inclusive environment where all students and staff members are treated with dignity and respect. This Anti-Intolerance and Anti-Discrimination Policy aims to promote equality, prevent discrimination, and address intolerance in all its forms within our school community.

### 1. Scope

This policy applies to all students, staff members, freelance contractors, volunteers, parents, and other individuals associated with AWDS.

### 2. Definitions

*Intolerance*: Intolerance refers to any form of prejudice, bias, or hostility towards individuals or groups based on their race, ethnicity, nationality, religion, gender, sexual orientation, disability, socio-economic status, or any other characteristic.

*Discrimination*: Discrimination is the unjust or prejudicial treatment of individuals or groups based on their actual or perceived differences.

*Harassment:* Harassment includes any unwelcome conduct, verbal or physical, that creates an intimidating, hostile, or offensive environment.

### 3. Principles

*Respect:* Treat all individuals with dignity, fairness, and respect.

*Equality:* Provide equal opportunities for all students and staff members regardless of their backgrounds or characteristics.

*Inclusion:* Foster an inclusive environment where diversity is celebrated and valued.

*Zero Tolerance:* Maintain a zero-tolerance policy towards intolerance, discrimination, and harassment in any form.

### 4. Prohibited Conduct

AWDS prohibits the following conduct:

- Discrimination based on race, ethnicity, nationality, religion, gender, sexual orientation, disability, socio-economic status, or any other characteristic.
- Harassment, including verbal, physical, or written harassment, intimidation, or bullying.
- Retaliation against individuals who report incidents of intolerance or discrimination.

### 5. Responsibilities

*Principal/Vice Principal:* Provide leadership in promoting a culture of inclusion and respect, and ensure the effective implementation of this policy.

*Staff Members:* Treat all students and colleagues with respect and report any incidents of intolerance or discrimination.

*Students:* Respect their peers and report any incidents of intolerance or discrimination to appropriate authorities.

### 6. Reporting Procedures

- Encourage individuals who experience or witness intolerance or discrimination to report incidents promptly and confidentially to the Principal/Vice Principal. This can be done via email to [alisonwhitedancestudio27@gmail.com](mailto:alisonwhitedancestudio27@gmail.com)
- Complaints will be thoroughly investigated, and appropriate disciplinary actions will be taken against perpetrators.

### 7. Support and Resources

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### 8. Information

Raise awareness about diversity, inclusion, and the prevention of intolerance and discrimination. Ensure that all staff members and students receive are aware of their rights and responsibilities under this policy.

### 9. Compliance and Review

The Vice Principal will regularly review and update this policy to ensure its effectiveness and compliance with relevant laws and regulations and take corrective actions as necessary.

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## PAYMENT POLICIES

1. AWDS will no longer be accepting cash payments unless specified (our entire Registration System has shifted **online**). Payment for single classes may be paid in cash.
2. Please respect the registration deadline; AWDS reserves the right to refuse entry to students who have not registered/paid fees in advance. As of September 2022, late payment fees may apply.
3. As usual, it is not possible to deduct the price of classes that you already know you will not be attending. If you know you will be missing classes and would like to pay per class for the classes you will take, the rate is €10.50 per hour (for small classes rate may differ). Once a place is booked, **no refunds will be given.**
4. When you receive your invoice email, kindly make note of the dates of the Block/Term that you are paying for. If in doubt, dates are always on the invoice (listed next to class name) and clicking this button will show you your timetable for the current Block (When paying for a whole term, first Block will be displayed on timetable, next Block appears closer to date, so refer to dates on invoice). Unless specified, we are closed on Public Holidays.

The image shows a transition from an email invoice to a digital timetable. On the left, the invoice is from 'THE ALISON WHITE DANCE STUDIO MALTA' for 'Invoice 586 for Kim - €36.00'. It includes a 'Pay now' button and a 'View timetable' button, which is circled in red. An arrow points from the 'View timetable' button to a digital interface on the right. This interface shows the user's name 'Kim Ellul' and 'Current enrolment for Kim Ellul'. The class is 'Open Jazz' on 'Thursdays, 7:00pm - 8:00pm' from 'August 4th - August 25th'. A calendar view highlights the dates 4, 11, 18, and 25 of August as Thursdays.

5. In case of serious illness or injury, 50% credit of classes missed will be extended to the following term upon presentation of a doctor's note/certificate.