

RAMBERT SCHOOL

STUDENT HANDBOOK 2023-24

University of
Kent

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INTRODUCTION

RAMBERT SCHOOL OF BALLET & CONTEMPORARY DANCE

CLIFTON LODGE

ST MARGARETS ROAD

TWICKENHAM

TW1 1QN

TEL: 020 8892 8090

EMAIL: info@rambertschool.org.uk WEB: www.rambertschool.org.uk

WELCOME TO THE SCHOOL

In her autobiography, Marie Rambert recalls: *'In 1920 I collected the various pupils I had into a class and began teaching professionally,'* thus began Rambert School, which has now been delivering its distinctive training for more than a century. Since the 1970s, a dual focus in both Classical Ballet and Contemporary Dance has been maintained: in the present day, the training delivered is grounded in the acquisition of strong technique, with emphasis upon development of artistic expression and creativity through a great number of performance opportunities.

Marie Rambert herself encouraged and blessed the present incarnation of the School at its original site in Twickenham in 1979. The support of the Linbury Trust, and particularly Lady Anya Sainsbury, has been of crucial importance in the School's development since that date.

A NEW ERA FOR RAMBERT SCHOOL

From 2005-2022, Rambert School was a Member School of the Conservatoire for Dance and Drama (CDD) along with five other specialist School's delivering world-class professional education and vocational training in the performing arts.

From 1 August 2022, Rambert School became independently registered with the Office for Students, the regulator for higher education. We have carried through and continued to build upon much of the work undertaken collectively as part of the CDD and this has not affected the delivery of any of our courses of higher education; there have been no changes to our professional training arising from this independence. Rambert School degrees continue to be validated by the University of Kent, the awarding body, and there is no change to this relationship.

SCHOOL VISION/MISSION

At Rambert School we open the world up to our students, exposing them to different perspectives and experiences throughout their technical training.

We encourage them to break apart the skills they are taught, infuse them with their distinctive creativity, and develop a style that is truly their own.

Our vision is to be an international leader in dance education, driving discovery and developing the art form.

Our mission is to create innovative and inspiring learning courses that develop dance artists to the highest standard, preparing them to lead and shape the art form.

Through an intensive and rigorous dance education that combines high levels of studio work with contextual studies, students are supported to go beyond what they currently know, to embrace risk and develop the physical, technical, creative and reflective skills needed to forge their individual artistic voice.

We cultivate deep-rooted connections with the dance industry, high calibre practitioners and international conservatoires to ensure that our curriculum is forward thinking and supporting the artistic voices that will lead and shape the art form and the world beyond.

We support our graduates to have successful careers that have international impact.

At the heart of what we do is the belief in the mutual benefit of training students alongside professional artists and companies.

We foster a creative, supportive, nurturing environment.

SCHOOL ETHOS/VALUES

Rambert School graduates are acknowledged creative, open-minded, expressive, powerful and versatile performers and they can be found in all areas of the profession: as dancers, choreographers, teachers and directors. Individuality continues to be highly valued, and each student is nurtured and supported throughout their transition from dance student to professional.

In the dance profession today, the boundaries are increasingly blurred between genres and styles, and a strong technical training is arguably more important than ever. At Rambert School, we endeavour to remain responsive to current developments in the dance world and recognise that there is more than one type of excellence, and we therefore encourage each individual to explore their own journey toward artistic and creative expression, as well as technical precision, to achieve their personal best.

Beyond these things, though hard to articulate, lies the so-called 'Rambert Spirit.' Handed down through generations of dancers, this could simply be a passion for dance, and individuality in self-expression. It could be a fearlessness of the unknown, a need to be a pioneer or to explore new creative territory. It could be a belief in the integrity of the art form and a desire to communicate this. Or perhaps it could even come from Marie Rambert herself, and her renowned fierce determination and indomitable energy. This special energy and spirit, whatever it may be, helps to make Rambert School a distinctive and unique place to train, learn and grow as an artist and as a person.

WHAT MAKES THE SCHOOL UNIQUE

At Rambert School the equal emphasis upon training in both ballet and contemporary dance is unique within the UK, and the curriculum is enriched by inputs from guest artists and choreographers from the profession. Students at the School work within a professionally-oriented environment, where the history of the art form is understood and respected, whilst its boundaries are examined and

questioned. Within the degree curriculum an enhanced academic course has been developed to promote broader life skills, such as critical thinking and the ability to research independently.

EQUALITY OF OPPORTUNITY

Located in London, one of the most diverse and creative cities in the world, Rambert School mirrors that creativity and diversity, both among the staff who work here and the students who study here. This is reflected in our admissions policy, in our auditions process and in the individuality and uniqueness evident in the students who choose to come here. We continually strive to ensure that barriers to training here are removed, to create a climate of equality of opportunity and achievement and universal access for all those who are prepared to put in the hard work and effort required to be successful in your ambitions. We will support you in your aspirations and where it is helpful to do so we will provide you with the learning support and technology necessary to your successful completion of the course.

Equality and Diversity Statement

Our student body is made up of a diverse range of students from widely varied backgrounds, which encourages a cross-fertilisation of ideas and fosters graduates and postgraduates who are open to new concepts and respectful of cultural diversity.

We are committed to recruiting, training and supporting the most talented students and staff regardless of ethnicity, gender, disability, age, sexual orientation or religion. Applicants to Rambert School are chosen solely on the basis of their talent and potential to develop the skills required for their chosen profession. We encourage students to tell us about any disabilities, impairments or conditions (for example dyslexia or any physical, sensory or mental health condition) at the earliest opportunity so that support can be put in place. Promoting equality and encouraging diversity in our staff and student bodies is at the heart of the values of Rambert School and brings an enormous strength to what we do in providing dance training at the highest level. We are committed to ensuring that all our students and staff achieve their full potential.

Please see [here on our website](#) for our full Equality & Diversity Statement, along with other relevant information.

SUMMARY OF COURSES OFFERED BY SCHOOL

- Foundation Degree course in Ballet and Contemporary Dance (Year 1 & 2)
- BA (Hons) Degree course in Ballet and Contemporary Dance (1 year Top Up)
- MA Dance Research for Professional Practitioners

GENERAL SCHOOL INFORMATION

OPENING HOURS

The School building is open from 8:00am – 9:00pm Monday to Friday, and 8:30am - 6:00pm on Saturday.

The School is located in St Margarets and has two sites across the road from each other: Clifton Lodge and Chapel Site.

PARKING AND TRANSPORT LINKS

By Public Transport

Take the mainline train, underground or over-ground to Richmond upon Thames, then the H37 bus (towards Hounslow) from immediately outside the station, alighting at The Ailsa Tavern in St Margaret's Road, at the junction with St Margaret's Drive. Walk down St Margaret's Drive and the School is on the left. The buses are scheduled to depart about every 10 minutes, and the journey should take about 15 minutes.

There are also usually taxis at Richmond Station. Alternatively, take a mainline train to St Margaret's Station, the school is about a 10-minute walk.

By Car

Leave the A316 at the St Margaret's Roundabout, towards Isleworth (A3004). Turn right at The Ailsa Tavern into St Margaret's Drive and the School is on the left. It is normally possible to park very near the school however please note there are parking restrictions in place Monday to Friday 10 – 12noon. There is no parking available for students on the school premises.

BROAD DESCRIPTION OF TRAINING

Rambert School offers a unique 50:50 ratio of classical ballet and contemporary training.

Ballet - encompasses daily class, pointe work for those students that are on pointe, pas de deux, coaching, virtuosity, and learning/performance of classical repertory.

Contemporary – foundational techniques such as those pioneered by Martha Graham and Merce Cunningham through release-based styles and newer techniques such as Gaga

Choreography & Improvisation - students are exposed to a wide variety of choreographic methods, ideas and tools through taught classes in 1st year, and through a diverse range of weekly workshops given by guest artists throughout 2nd and 3rd year.

Performance - performance is an integral part of the learning at the School. Every student performs a solo before an audience of students and staff each term. Students also stage their own

choreography, perform repertory old and new, and present shows to the public every term, both in the School's own theatre space and at external venues.

Critical Studies - theoretical work is in place to support and enhance students' learning in the dance studio.

STAFF LIST

Name	Areas of Responsibility	Contact this person for....
Amanda Britton <i>Chief Executive & Principal and Artistic Director</i>	Leadership; Artistic Direction; Safeguarding Officer – ensuring the health, safety and welfare of all students; Organisational Strategy; Overall management of all staff and students; Overall management of student recruitment; Teaching and assessing contemporary dance; Chair of the Executive Team and the Senior Management Team.	Feedback & advice on technique, stagecraft, career etc.; Information on course content, artistic projects, e.g., guest choreographers; Authorisation for absences.
Darren Ellis <i>Deputy Principal & Technique Teacher</i>	Line managing all teaching staff and the Head of Music; Creation of weekly timetable and scheduling of key termly events, such as solos, assessments; Appointing contemporary guest teachers. Fresh Friday staff; Rehearsal management for non-student choreographic shows; Teaching and assessing contemporary dance; Member of the Senior Management Team and Executive Team.	Feedback & advice on technique, stagecraft, career etc.; Information on timetable; Authorisation for absences; School performances and rehearsals.
Paul Clarke <i>Technique Teacher</i>	Teaching and assessing classical ballet and pas de deux; Staging classical works; Designing and producing costumes for School shows; Managing the School's costume wardrobe.	Feedback & advice on technique, stagecraft, career etc.; Advice on costumes for school shows and performances
Ayumi Hikasa <i>Technique Teacher</i>	Teaching and assessing classical ballet and pas de deux; Teaching ballet to Pre-Vocational students; Staging classical works; Managing the School's annual auditions in Japan.	Feedback & advice on technique, stagecraft, career etc.
Joshua Ecob <i>Technique Teacher</i>	Teaching and assessing classical ballet and pas de deux; Staging classical works; Managing front-of-house procedures / student runners during school shows.	Feedback & advice on technique, stagecraft, career etc.; Guidance on front-of-house / running for school performances.

Name	Areas of Responsibility	Contact this person for....
Chisato Ohno <i>Technique Teacher</i>	Teaching and assessing ballet and contemporary dance; Staging contemporary works.	Feedback & advice on technique, stagecraft, career etc.
Paul Liburd <i>Technique Teacher</i>	Teaching and assessing ballet and contemporary dance; Staging contemporary works.	Feedback & advice on technique, stagecraft, career etc.
Kate Price <i>Technique Teacher</i>	Teaching and assessing contemporary dance; Staging contemporary works;	Feedback & advice on technique, stagecraft, career etc.
Jason Mabana <i>Technique Teacher and Head of Student Choreographic Work</i>	Teaching and assessing contemporary dance; Staging contemporary works; Managing the production and rehearsal process of the Student Choreography Platform Showcases; Coordinating international development, including overseas auditions (with exception of Japan) and international competitions.	Feedback & advice on technique, stagecraft, career etc. Guidance on choreography for student platform.
Arran Green <i>Technique Teacher</i>	Teaching and assessing contemporary dance; Staging contemporary works.	Feedback & advice on technique, stagecraft, career etc.
Carys Staton <i>Technique Teacher</i>	Teaching and assessing contemporary dance; Staging contemporary works.	Feedback & advice on technique, stagecraft, career etc.
Various Guest Teachers	Teaching improvisation, ballet and contemporary technique.	Feedback & advice on technique, stagecraft, career etc.
Phaedra Petsilas <i>Head of Studies</i>	Coordination of the critical studies and academic modules for the FD/BA and the MA; Overall management of learning resources, e.g. the library; Oversight of academic quality including liaison with the University of Kent; Member of the Senior Management Team and Executive Team; Contribution to research activities at the School; Line managing markers and lecturers.	Feedback & advice on critical studies and academic work; Advice & guidance on learning resources and learning support; Questions regarding assessment methods & course specifications; Student representation.
Tamsin Corrigan <i>Learning Resources and Academic Support Coordinator</i>	Maintaining and developing the Rambert School Library and the physical and virtual learning resources for the students and staff of the School; Supporting student learning through the provision of research and study skills;	Advice & guidance on learning resources and learning support

Name	Areas of Responsibility	Contact this person for....
	Identifying relevant scholarly sources, locating physical and virtual resources, understanding academic conventions to share with students; Improving students' confidence with scholarly skills, vocabulary, referencing and more general study skills.	
Joseph Aquilina <i>SpLD Tutor</i>	Delivering learning support to students with Specific Learning Difficulties, e.g. dyslexia, dysgraphia, dyspraxia, ADHD	Advice & guidance for students with SpLD.
Myra Townsend <i>ESOL Tutor</i>	Teaching English to Speakers of Other Languages (ESOL).	Advice & guidance for non-English speaking students.
Barry Ganberg <i>Head of Music</i>	Accompanist for ballet and contemporary dance classes; Line manager to all other musicians; Manages timetabling of musicians; Supporting musical life at the School.	Advice & guidance on music.
Chris Benstead, Tom Kirkpatrick, Irina Moiseev, Henry Green, Gareth Thomas, George Webster <i>Musicians</i>	Accompanists for ballet and / or contemporary dance classes.	Advice & guidance on music.
Pete Dunleavy <i>Osteopath</i>	Osteopathic treatment and rehabilitation; Lecturer in anatomy.	Advice & guidance on fitness, physicality etc. Treatment for injuries; General support for physical matters.
Kio Tomiyama <i>Pilates and Student Support</i>	Pilates teacher; STRU – overseeing treatment and rehabilitation of injured students; Student Support.	Advice & guidance on fitness, physicality etc. Treatment for injuries; Support for physical, emotional & pastoral matters.
Clare Buckle <i>Chief Financial Officer</i>	Overall executive responsibilities for finance and accounting functions; Governance – servicing the School's Board of Trustees and its committees; Provide the Board and the Principal with guidance about their various responsibilities under the requirements of various regulating bodies; Line Manager of the Finance/Facilities Team; Member of the Senior Management Team and Executive Team.	Advice & guidance on financial matters, including fees, student loans, bursaries and scholarships.
Carla Brant <i>Finance Manager</i>	Assisting the Finance Director on all financial matters.	Advice & guidance on financial matters, including fees, student

Name	Areas of Responsibility	Contact this person for....
		loans, bursaries and scholarships.
Grace Campbell <i>Head of HR</i>	Human Resources – staff recruitment; staff-facing policies & procedures, HESA return etc.; Member of the Senior Management Team and Executive Team;	Any enquiries regarding HR processes.
Emma Berg (Mon, Tues), Becca Vase (Weds – Fri) <i>School Administrator / Receptionist</i>	General Office Administration – incoming/outgoing post, answering phone, drafting letters, ordering stationary, maintaining presentable “front office”; Receptionist; Managing Studio Hires; Coordinating internal meetings – refreshments etc.; General admin support for wider admin & teaching staff; Assist with school performances and special events.	To report absences; To report lost property; To report facilities matters, e.g. low stock in the bathrooms; To request the studio booking timetable & info on studio bookings; Tickets for school shows/events; Queries re timetable.
Amy Dodero <i>Executive Assistant</i>	Servicing the Board of Trustees and its Committees, the Academic Quality and Standards Board and its Committees, the Examination Board, the Senior Management Team; Executive Assistance to Amanda Britton, Clare Buckle, and Grace Campbell.	With any enquiries regarding the Academic Board and other internal School committees.
Imran Sheikh <i>Data Manager</i>	Managing data collection, analysis, and reporting to meet all regulatory requirements.	N/A.
Judy Bowden <i>Head of Admissions, Registry & Student Support</i>	Manage admissions for all degree courses; Administration of degree courses, e.g. reports, handbooks, student-facing policies & procedures; Bursaries, Manage student data, recording and reporting for external purposes e.g. HESA, DLHE; Deputy Safeguarding Office, Arranging Learning support assessment and 1:1 tutoring for students with Learning differences . Student support - covering emotional, psychological and social aspects of student welfare.	Academic matters, e.g. reports, policies & handbooks; Pastoral matters, e.g. housing, banking etc.; Emotional & learning support, e.g. to request counselling support; Authorisation for absences; Queries re timetable. Advice & guidance on learning support & to

Name	Areas of Responsibility	Contact this person for....
		book 1:1 support sessions. Advice & guidance on bursaries and scholarships. Authorise absences.
Emma Watson <i>Admissions & Registry Assistant.</i>	Administrative support to the Head of Admissions, Registry & Student Support.	To report absences; Information regarding reports; Report change to data, e.g. change of address.
Heather Newton <i>Academic Registrar & Head of Compliance (works remotely)</i>	Overall responsibilities for institutional quality assurance, regulatory and statutory compliance, institutional risk management and health & safety: Academic and related quality assurance – Secretary to Academic Quality & Standards Board; Chair of EDI Committee. Head of Academic Registry & Health & Safety. Ensuring compliance and risk management for Board of Trustees and related committees; Institutional compliance required by the Office for Students (OfS) and Office of the Independent Adjudicator for Higher Education (OIAHE), including HESA Data Returns, NSS. Student-related policies and procedures; Institutional Point of Contact with the OfS and OIAHE; lead contact and liaison with the validating university; oversight and management of student casework, student engagement and experience, student contracts. Institutional regulatory compliance - consumer law compliance; Equality, Diversity & Inclusion; PREVENT OfS and local authority liaison Point of Contact; responsible officer for Reportable Events; Health & Safety; oversight and management of the School Risk Register. Member of the Senior Management Team.	Advice, guidance and consultation on student policies and procedures; Student contractual queries; PREVENT concerns; To get involved in equality, diversity and inclusion work, ideas and School strategy/projects; Student complaints and other student casework queries.
Heidi Spicer <i>Performances & Events Manager</i>	Programming School events; Managing logistics for School events and performances (internal & external).	Information and tickets for school shows & events; To submit information for programmes for schools shows & events.
Citi Cheshire <i>Head of Participation, Outreach & Widening Participation</i>	Manage and ensure delivery of the Access and Participation Plan and all Widening Participation activity. Manage all Participation & Outreach activity. Oversee WP Research & Evaluation Analyst Member of SMT.	Access & Participation Plan; Information regarding Participation, Outreach & WP Activities such as ASPIRE, workshops delivered outside of the School, classes etc.

Name	Areas of Responsibility	Contact this person for....
Rimi Solloway <i>WP Research & Evaluation Analyst</i>	In-house researcher at Rambert School aiding the School to be fully accessible and inclusive for potential new students (called Widening Participation or 'WP'). Looks at Rambert School student and participant demographic data to better understand the social backgrounds of people who enter the dance profession. Helps with the School's different research-based projects such as conducting market research; following Office for Students (OfS) guidance; and monitoring equality, diversity and inclusion statistics.	
Galina Wilkinson <i>Head of Development & Communications</i>	Fundraising – individual giving, corporations, trusts & foundations, membership schemes e.g. Inner Circle and Friends; Relationship building – local community, local businesses etc.; Gift management; Alumni relations; Fundraising / Development Events – in collaboration with Events & Performance Manager. Overall management of communications and line management of MarComms Team.	To get involved in school fundraising and development activities.
Sophia Melvin <i>Head of Marketing</i>	Marketing Strategy; Digital content – website, social media; Marketing & Brand – photo shoots etc.; Data Management – CRM Database; Marketing & Communications Budget Management; Overseeing press and public relations; Networking & Relationship Building.	To get involved in school marketing and communications activities, e.g. photo shoots and social media; to submit content for the School website and To contribute stories and content for School communications and press, e.g. newsletters, website and to get involved in social media.
Holly Wakefield <i>Marketing & Development Officer</i>	Officer-level support for the Head of Communications & Development, Head of Marketing and Head of Participation, Outreach and WP.	
Gary Trow <i>Head of Technical Theatre & Production</i>	Manages the School's technical, performance and rehearsal facilities; Operate audio, visual, lighting, and digital systems in the studios, at the onsite theatre and at external performance / event venues; Manages compliance, storage, test, repair, and maintenance of all fixed and portable technical theatre equipment (audio, visual, lighting, digital); Manages all technical aspects of in-house and external performances, working collaboratively with external lighting designers, as required;	For technical assistance with lighting, music and sound for school shows and equipment; To report technical issues e.g., broken sound systems; For assistance and advice on permitted props with choreographic pieces;

Name	Areas of Responsibility	Contact this person for....
	Manages and run all required live streams, e.g., filming and streaming of performances, events, workshops, lectures, and classes, as required.	For copies of video footage of assessments or shows.
Henry Green <i>Facilities Manager</i>	Management and coordination of day-to-day health & safety, maintenance upkeep of the School building, facilities, grounds, security, technical, performance and rehearsal facilities to ensure effective running; Manages the School's IT facilities; including compliance, storage, test, repair, and maintenance of all fixed and portable IT equipment; Assist with required live streams.	Help with facilities, IT systems, equipment in the theatre; To report general facilities matters, e.g., low stocks in the bathrooms, breakages, floods;
Pete Dunleavy and Wayne Needham <i>Security Guards / Caretakers</i>	Evening and weekend security cover; General caretaking duties, e.g. replenishing bathroom stocks, cleaning up spillages, clearing / tidying studios; Locking and unlocking the building.	To report any issues with facilities / studios; To access studios if they are locked.

If you wish to email staff at the school directly, use this format:

firstname.surname@rambertschool.org.uk

ALUMNI

Rambert School has a global reputation carried forward by our dancers, choreographers and practitioners that come through the School (known as 'alumni'). Our connections and relationships with our alumni are very important to us and we continuously work to maintain and expand these.

Please visit: [Alumni - Rambert School](#) to find out more about Rambert School Alumni.

GETTING STARTED

On your arrival at the school

You will be emailed your induction timetable prior to your start date.

Travel/accommodation guidance

As part of the induction process we help you understand the London public transport system (often referred to as 'TfL' – Transport for London) and if you wish, we will help you apply for a student travel Oyster card.

As a non-residential School, students are responsible for their own accommodation arrangements, but of course the School will assist as required.

Registering with a doctor

Students should register with a doctor as soon as they start their course.

You will be given clear instructions as part of your registration with school and provided with a list of local GP surgeries.

It is also advisable, to prevent the spread of illness and particularly because of the closeness and intensity of the training you will undertake at the School, that you ensure all your inoculations (meningitis, measles, mumps, rubella) are up-to-date.

Registering with a dentist

It is recommended that you register with a local dentist. Details of local dentists can be found at [Find Dentists services - NHS Choices](#)

Some students may be eligible to claim for help with costs. Please use this form: [NHS HC1 Form](#) and contact the Head of Admissions, Registry & Student Support for advice and support with this if you have any questions.

Overseas students

UK institutions must be registered with the UK Visas and Immigration in order to recruit non UK students. The School holds a Student Route licence.

The visa requirements for overseas students coming to study in the UK are subject to change so we advise applicants to visit the [UK Government website](#) for the most up to date information and guidance on the visa application procedure. Students are responsible for ensuring that they have the correct visa for entry to the UK. Students may also find it helpful to visit the [UKCISA website](#) for up to date information and guidance on student visa requirements.

Once you have been accepted onto a course at the School, we will provide you with a Confirmation of Acceptance for Studies (CAS) number, which you will require in order to make your Student Visa application.

Student Safety

By using common sense and by following simple rules, you can help yourself to keep safe.

- Never let anyone in at home who cannot identify themselves to your satisfaction, e.g. gas/electricity meter readers carry authorised identity cards.
- At home, make sure doors and windows are secure.
- Do not carry more money than absolutely necessary. Never use cash machines at night, when on your own.
- Keep keys and money in inside pockets.
- If carrying a bag, wear it diagonally across your chest, not hanging on your shoulder. Be particularly careful in cafés or tourist places.
- If you are in a coffee shop or restaurant, keep your bag where you can see it and feel it at all times.
- Avoid walking alone after dark and stick to busy, well-lit routes where possible and avoid isolated areas, even if it means a longer walk to your destination.
- Check the times of last trains/buses to avoid getting stranded.
- Take a fully licensed taxi if possible.
- Don't give out phone numbers or your address to people you don't know well.
- Do not accept drinks or cigarettes from strangers in bars or other public places.
- If you are out in a bar or club, keep your drink with you at all times to prevent it from being spiked. If you become ill in a bar or club and suspect your drink has been spiked, ask for help from the bar staff or door staff.
- Consider carrying a personal alarm.
- Security mark your property and log serial numbers where possible.
- If you own a bicycle, please ensure you use a D Lock and secure through the frame and not just the wheel. **YOU MUST WEAR A HELMET IF YOU ARE CYCLING TO SCHOOL.**
- Report all incidents to the Police.

Please contact Judy Bowden, Head of Admissions, Registry and Student Support, if you have been involved in an incident, to ensure we are able to liaise with our Community Police Officer.

TRANSITION, INDUCTION AND ENROLMENT

Dates of induction

Induction/Warm up weeks run for 2 weeks from Tuesday 5 September 2023. Both the FD and BA Course commence on 18 September 2023.

Pre-induction information and requirements

Students are emailed all information required prior to induction. Please contact Judy Bowden, Head of Admissions, Registry and Student Support, if you have any queries.

What to expect from induction

Students should expect induction to provide all necessary information required as to the function of the School and its timetable and have an introduction to Rambert School life and training.

Induction for Overseas students

Additional support is provided to assist with adjusting to life in the UK, to include:

- assisting students to open bank accounts
- advising students about health practices in the UK.
- All overseas students will have a use of language assessment and be placed in the appropriate group for weekly ESOL classes.
-

Registration

Prior to registration, students will complete an online Rambert School registration form which will be sent by email. Proof of ID (birth certificate/passport) and evidence of student finance is required and can be uploaded to the registration form. Any outstanding documents will be scanned to file on arrival at School. Overseas students will be required to bring their BRP card or provide a share code for their online visa, and show evidence of their arrival date in the UK (boarding pass/travel itinerary). If there are Covid restrictions in place at the start of term, registration will be completed fully online.

Books for Foreign Language Students

Once you register at the School your standard of English will be assessed. All foreign language students may be asked to purchase workbooks to support English Language classes within the School. These books may cost approximately £35.00. Further information will be given once you have enrolled and have had been assessed in School for ESOL support.

Please note: If you are working towards a B2 level qualification for purposes of a visa, you should also factor in the cost of additional classes, examinations and textbooks for tuition outside the school curriculum.

ELECTORAL REGISTRATION (REGISTERING TO VOTE)

Rambert School is a registered Higher Education Provider with the Office for Students (OfS). Higher education providers that are registered with the OfS and have students who are eligible for electoral registration are required to comply with requests from Electoral Registration Officers (EROS), under regulation 23 of the Representation of the People (England and Wales) Regulations 2001. This means we have to provide information about students which the ERO requires for the purposes of maintaining the electoral register. This requirement is one of the conditions of registration with the OfS that the School must meet.

This means that where an ERO contacts Rambert School, they may require the School to provide information to them about any student registered on a course of higher education.

Information requested will be information that is required by the ERO in order to maintain registers of students who are eligible to vote in parliamentary and local government elections. The Office for Students also expects that Rambert School will cooperate and work effectively in partnership with EROs in this way.

If you want to vote at an election or referendum in the UK, you must be registered to vote. Information from the UK Government about voter eligibility can be found below:

Can you register to vote¹?

In **England, Northern Ireland** and **Wales** you can register to vote if you are 17 years old (and in some cases if you are 16). However, you can only vote when you become 18.

In **Scotland** you can register to vote if you are 15 years old (and in some cases if you are 14). You can vote in local elections and elections to the Scottish Parliament when you are 16 and elections to the UK and European Parliaments when you are 18.

Nationality

You qualify to register to vote if you are:

- a UK or Irish citizen
- a qualifying Commonwealth citizen resident in the UK
- an EU citizen resident in the UK

A qualifying Commonwealth citizen is someone who has leave to enter or remain in the UK, or does not require such leave.

The definition of a 'Commonwealth' citizen includes citizens of British Crown Dependencies and British Overseas Territories.

More information about registering to vote can be found on the Electoral Commission website at the following link: <https://www.electoralcommission.org.uk/i-am-a/voter/students>

¹ More information about eligibility to register can be found in 'Guidance for electoral registration officers: Part 2 – The registration framework', available online at <https://www.electoralcommission.org.uk/i-am-a/electoral-administrator/running-electoral-registration>

STUDENT SUPPORT

IF YOU HAVE A PROBLEM

Personal Matters

The School supports student welfare in a number of different ways. For example, If you have a personal problem, you can speak with the Head of Admissions, Registry and Student Support, who can offer initial support and if necessary onward refer you to one of the School's qualified counsellors. Rambert School can offer a free and confidential counselling service which takes place off site.

If you have a problem with: health (including mental and/or physical health), wellbeing, disability support, diagnostic and needs assessments, Disabled Students Allowance (DSA), learning support, accommodation, council tax and any other practical issues which are affecting your studies, please contact Judy Bowden, Head of Admissions, Registry & Student Support.

Physical health support is managed by our Screening, Treatment, Rehabilitation Unit Team.

Issues with your studies

If you have a problem with: your progress on your course, assessment, student feedback, course documentation and assessment deadlines and Personal (Extenuating) Circumstances, please contact Phaedra Petsilas, Head of Studies.

Student Finance

If you have a problem with: UK student loans, Student Fee queries, bursaries and scholarships or financial assistance, please contact Judy Bowden, Head of Admissions, Registry & Student Support.

Support Through Studies

Rambert School has what we call 'Support Through Studies', which is a framework we use to help students who need any additional support have the best chance of succeeding in their studies. Support Through Studies involves a joined-up dialogue between the student and the School in terms of any support the student may need, and any action the School needs the student to take – and the student needs the School to take – to ensure the student has the best chance of success.

Support Through Studies covers all kinds of support, from agreed reasonable adjustments for disabled students or students who otherwise fall under the Equality Act (2010), to academic support requirements.

We have both informal Support Through Studies procedures, and formal Support Through Studies Procedures. Details are set out in our '[Support Through Studies Policy and Procedures](#)', and more information about this can be found in the 'Policies' section of this Handbook.

Many students have a 'Support Through Studies Action Plan' which sets out agreed actions that both the School and the student will take, and clear dates for following up. It helps to ensure that there is a clear understanding and record of what has been agreed. A Support Through Studies Action Plan can be put in place whether the procedures being followed are informal or formal.

Contact details of student support staff

You can contact Judy Bowden, the Head of Admissions, Registry and Student Support at judy.bowden@rambertschool.org.uk. Additional student support staff details can be found in the [Staff List](#) earlier in this Handbook.

Academic support

Head of Studies, Phaedra Petsilas, can offer academic support as required, which also includes study labs and group drop in sessions. Our Learning Resources and Academic Support Coordinator, Tamsin Corrigan, is also available to support students with all aspects of academic work and referencing. The School's Learning Support provision also includes an English Language Tutor and Dyslexia Specialist.

Safeguarding

Rambert School places safeguarding at the top of its priorities; the fundamental principle that underpins the Safeguarding Policy is that the welfare and interests of our students are of paramount importance and should be protected at all times. Our Safeguarding Policy can be found on the School website at: <https://www.rambertschool.org.uk/courses/policies-and-procedures/>

Equality and Diversity Policy

Applicants to Rambert School are chosen solely on the basis of their talent and potential to develop the skills required for the dance profession. We encourage students to tell us about any disabilities, impairments or conditions (for example dyslexia or any physical, sensory or mental health condition) at the earliest opportunity so that support can be put in place. Promoting equality and encouraging diversity in our staff and student bodies is at the heart of the values of the School and brings an enormous strength to what we do in providing training at the highest level. We are committed to ensuring that all our students and staff achieve their full potential.

Our courses focus on nurturing resourceful and versatile individual dance artists with highly tuned technical, creative and performance skills. The School remains committed to the widening access mission integral to the vision of its founding principles. We aim to recruit the best students from across the UK, Europe and internationally, whatever their backgrounds. The diversity in our student body enriches the life of the school, feeding creativity and the cross-fertilisation of ideas.

Care Leavers

Rambert School is committed to admitting and supporting students regardless of background. If you are in care, have left care recently, or are estranged from your parents, we understand that you may have some extra practical considerations to take into account when making the progression to Higher Education, and may have concerns about accommodation, financing your studies, and pastoral support.

If you choose to let us know that you are a care leaver or estranged from your parents (which we encourage you to do), we will be able to offer you additional support, and you may be eligible to receive a non-repayable cash bursary.

You will have an opportunity to disclose your circumstances at the application stage, and again on your enrolment form. You can also talk to a member of the School staff at any point during the academic year. Full information about bursaries can be found in our [Bursary Policy](#).

Financial guidance

We continuously work to ensure that our courses remain accessible to all students and that we continue to recruit on the basis of talent alone. Depending upon your individual circumstances, bursary support / hardship fund may be available. Please contact Judy Bowden at judy.bowden@rambertschool.org.uk for more information and please also see Rambert School Bursary Policy which is published at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

HEALTH

Rambert School's approach to supporting student health

Here at Rambert School we take an individualised approach to student health, and this encompasses both physical and mental health and wellbeing. A student who is mentally unwell is as unable to dance safely as one who is physically unwell, and often the two can go hand in hand. Student support is tailored to individual students and the Student Support Team work closely with our teachers, educational staff, and leadership to ensure that students are not only given the best opportunity to succeed but also to fulfil their potential. We take both an informal and formal approach to putting support in place and maintain a continuous dialogue with you.

Mental health conditions that fall under the Equality Act (2010)

The School recognises the challenges faced by students entering Higher Education and that training in a conservatoire institution can place great demands on a student both physically and emotionally. Not only is the training we offer physically rigorous and demanding, but achieving the high level of artistry and creativity we seek can release many emotional and psychological issues for our students. In a busy schedule there is sometimes little time or space for quiet reflection. There can be times, therefore, when our students will experience mental health difficulties and will need support to enable them to participate fully in training that places great demands on their physical and emotional energy.

If you know that you have a mental health condition, or history of mental health difficulties, we strongly encourage you to let us know as soon as possible. That way, you can meet with a relevant member of staff to make an 'assessment of needs' and draw up a support plan. Students with long term mental health difficulties are also eligible to apply for the Disabled Students' Allowance.

If you are worried about your mental health, or that of a friend or classmate, or would like to disclose a condition, or would like more information, please contact Judy Bowden, Head of Admissions, Registry and Student Support, in the first instance.

Conditions requiring clinical intervention, treatment and/or support

Rambert School is not responsible for diagnosing or treating conditions that would normally require clinical intervention, treatment and/or support (such as, for example, self-harm, disordered eating, or severe mental health conditions). Rambert School's role is to create a supportive environment where Disclosure is encouraged and referral procedures permit staff to work in partnership with external specialists to plan a suitable course of action to aid recovery.

Disordered Eating / Self-harm

Self-harming and disordered eating are each the physical expression of emotional distress and/or a mechanism to cope with trauma. Self-harm and disordered eating are linked to psychological conditions, anxiety and depression. Detection of self-harm incidents or disordered eating is difficult as this behaviour is not normally associated with attention seeking and individuals may conceal their actions. Rambert School endeavours to build awareness of self-harm and disordered eating behaviours to aid prevention, through education and identification of warning signs.

Rambert School recognises that a young person with such issues may feel vulnerable in a dance environment. Any concerns or worries about participants should be communicated to the appropriate staff member in order for them to take positive action, communicate with parent/carers and/or signpost as appropriate to relevant sources of information and advice.

Rambert School's primary concern is for the individual concerned and the effect their condition may have on their peers. If a student is perceived to be at risk to themselves and/or others then a collective decision will be made by the School with regards their continued inclusion in activities.

Disability support

Information about the support available for disabled students at the School can be found [here](#).

Disclosing impairments/conditions

You are encouraged to disclose any impairment or condition (for example, dyslexia, or a physical, sensory or mental health condition) at the earliest opportunity so that we can endeavour to meet your needs during the course. If you have a disability that you have not yet disclosed, or you are not sure whether you have a disability, you may like to talk with the Head of Admissions, Registry & Student Support. You can also talk to the Head of Studies, or the Learning Resources & Academic Support Coordinator. A staff list can be found earlier on in this handbook.

SpLD, dyslexia

All students will have a screening during registration weeks to test for Dyslexia and other SpLDs, to identify any academic support needs you may require.

Injury and Screening, Treatment & Rehabilitation Unit (STRU)

The School provides in-house screening, treatment and rehabilitation (STRU) for students who sustain injuries. Students choosing the School's provision have access to STRU in one of four ways. Either, they complete a self-referral, first-come-first-served appointment request form on Microsoft Teams; a daily open-door consultation policy, first thing every morning; or Teacher referral. And, there is also the possibility of students being referred by STRU itself in the triaging and screening process. Thus, it allows for impromptu daily trauma consultations, as well as less urgent needs.

Once a student is in the system, consultations, treatment and monitoring are ongoing until there is a mutual resolution or re-integration back into training. This progressive gradual process involves rehab evaluation, feedback during their class, continual assessment and clinical assessments.

Students may choose to go with outside therapists if they wish; however, in this instance, STRU does not take responsibility for the student's care, management of the injury or re-introduction into

physical activity. It is the student's responsibility to inform STRU of their condition, its progress and any advice that is prescribed. This must be corroborated in writing by their therapist.

It is part of the daily culture of the School to keep staff continually informed on what is happening with students and their dancing. Thus, staff are aware of students who are working with injuries, and this is taken into consideration within the assessment process.

Records (including video records) relating to STRU screening, treatment and rehabilitation, are maintained by STRU staff. Reports to staff are made formally by STRU during student-centered staff meetings fortnightly. Furthermore, STRU is available to all staff at any time to elucidate, elaborate, discuss on any student, their injury or progress.

Alternative assessment arrangements

Rambert School has a legal and moral obligation to identify barriers that a disabled student might face in their training and take steps ('reasonable adjustments') to identify and remove these barriers wherever possible. There is every reason to expect that a student with a long-term disability or health condition will successfully complete their training.

Students who are deemed to require alternative assessment will be offered a variety of submission methods appropriate to the learning outcomes and this will be negotiated with the Head of Studies who will assist in maximising the support available.

Confidentiality statement

Under The Equality Act, a disabled student has the right to request that the nature of their condition is treated as confidential (this includes students who are experiencing mental health difficulties). In some instances, this might mean that reasonable adjustments, such as allowing students time off to seek medical or psychiatric support, or a period of adjustment to a student's timetable in order to monitor their weight, health and/or wellbeing, might have to be provided in a different way in order to ensure confidentiality.

Following good practice, the School will:

- ask a student for permission to pass on information necessary for making reasonable adjustments;
- when asking for disclosure of such information, explain how this information will be used;
- ensure that appropriate procedures are in place to keep sensitive information confidential.

Information should only be disclosed to others with the express consent of the student concerned or in exceptional circumstances when disclosure can be justified e.g. for the prevention of serious harm to themselves or others.

If a student with a disability wishes to keep the existence or nature of their condition confidential or partially confidential, the School will respect this decision. In most cases it is possible to support students with disabilities whilst maintaining partial and agreed disclosure of information.

In some cases, however, a request for confidentiality may make the implementation of reasonable adjustments more difficult or impossible to arrange and students should be aware of this. In these cases, a student may be asked to sign a non-disclosure form to be kept securely and with restricted access so that there is absolute clarity over what has been agreed.

Wherever possible, the School will of course endeavour to develop a climate where applicants and students feel confident about disclosing a disability at any point during the application process, at audition, interview or whilst studying, and are comfortable in talking to staff about any difficulties they face and understand that they can change their mind about disclosing and sharing information at any point. We encourage all students and applicants to share such information with us if they feel comfortable, so that we can provide the best possible support.

Data Protection

Rambert School is a 'Data Controller' of your data, and we hold and otherwise process 'personal data' (which may include 'Special Categories of personal data') as defined in the General Data Protection Regulation (2018) about applicants and students which is provided to us by you (or which is otherwise received from third parties) for our own purpose(s), in accordance with our Data Processing Statement and according Schedules. Rambert School is registered as a Data Controller with the Information Commissioners Office ('ICO').

School Data Processing Statement

Please refer to our Data Processing Statement, Data Protection Policy and your Terms and Conditions, all of which can be found at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>

Rambert School needs to collect and process personal data in order to meet its obligations and function effectively as a higher education institution, including monitoring and improving the Student Experience. Personal data is processed for a variety of reasons (as set out below) and all such personal data will be collected and processed in accordance with the requirements of the General Data Protection Regulation (GDPR) (2018) and the Data Protection Act (2018).

This personal information is generally processed by the School for the following general purposes:

- to administer admissions, courses of study and pastoral care;
- to maintain accurate student records, including personal and academic records;
- to monitor student performance; to send communications to students;
- to compile statistics for internal monitoring and enhancement purposes or for publication; and to make required returns to external bodies, including to the regulator (the Office for Students) and agencies of UK Government (e.g. as a condition of leave to remain in the UK).

More specific details about how the School processes your data are set out in School's full Data Processing Statement, which is published at: <https://www.rambertschool.org.uk/courses/policies-and-procedures/> (you may also wish to refer to the Terms and Conditions that you signed when registering as a student).

Please note that by providing your personal information to the School, you are providing your consent to the processing of that personal information by the School where, in accordance with the relevant Data Processing Statement and any other information and/or consent form(s) provided to you from time to time, that is the basis for lawful processing of your personal information.

TIMETABLING

THE ACADEMIC YEAR

The Rambert School year is divided into **three terms**; the Autumn Term (up until the Christmas break), the Spring Term (up to the Easter break) and the Summer Term (lasting until the summer break). There are half-term breaks about halfway through each term. The end of each term is marked by performances and other events. **In terms of degree assessment** however, the Rambert School year is divided into **two semesters**. This means most modules are completed in one semester or half a school year.

School Shows: There are at least four sets of school performances each year. They take place in our own Anya Linden Studio Theatre or in other theatres. These Performance periods are usually arranged as follows:

End of term 1: Student Choreographic Showcase

End of term 2: Guest choreography and Rep Premiere

End of first half of Summer Term: Student Choreographic Showcase

End of Term 3: Student Choreography, guest choreography and rep

Studios are open for rehearsal as follows:

DAY	TERM-TIME OPENING	HOLIDAYS & HALF-TERM OPENING
Mondays-Fridays	Each weekday evening during term time until 8.30pm	During half term breaks, from 9am-6pm, based on availability
Saturdays	From 9am – 5pm (based on availability)	During half term breaks, from 9am – 4pm, based on availability

Studios may also be available during Christmas and summer holidays. Please ask the admin office for further information.

All students may choreograph and perform in performances of student choreography. The casting for works from guest choreographers may or may not be specific to one year group, so in performances at the end of terms two and three all year groups could be represented. No one year group can be guaranteed a dominant role in performance. Casting cannot be guaranteed as fixed, even after the programmes are printed. Casting is tentative and experimental often until the date of performance.

Students are encouraged to support each other in watching performances. As there are not usually enough seats for students to watch shows at School you are invited to watch dress rehearsals.

Students are encouraged to volunteer for box office/ runner responsibilities for performances.

If you would like to invite guests to watch the shows, tickets go on general sale via our website www.rambertschool.org.uk approximately 4 weeks before each show run. Students will be given a priority booking link in advance of general sale so look out for this on Office 365 Teams (For more information on Teams, please see the [Online Facilities and Resources](#) section, page 23).

Free tickets are usually available for all non-performing students to support each other at the end of year shows at external London venues.

Assessments will usually happen in the final 2 weeks of term 1 and term 3, information on Assessments will be communicated to you nearer the time.

TERM DATES 2023/24

AUTUMN TERM

INSET DAY: Monday 4 September 2023
Induction/warm up weeks: Tuesday 5 September 2023 – Friday 15 September 2023
(Attendance compulsory in both weeks)

Course starts: Monday 18 September 2023
HALF TERM: Monday 23 October 2023 – Friday 27 October 2023
Reading week: Monday 30 October 2023 - Friday 3 November 2023
Term ends: Friday 15 December 2023

SPRING TERM

INSET DAY: Monday 8 January 2024
Term starts: Tuesday 9 January 2024
HALF TERM: Monday 12 February 2024 - Friday 16 February 2024
Term ends: Thursday 28 March 2024 (Good Friday – 29 March)

SUMMER TERM

INSET Day: Monday 15 April 2024
Term starts: Tuesday 16 April 2024
HALF TERM: Monday 27 May 2024 - Friday 31 May 2024
Term ends: Wednesday 10 July 2024

PLEASE NOTE: Term dates are subject to change.

Please note that students must be in School for the beginning and the end of each term. Please ensure that any travel arrangements do not fall within term time.

WEEKLY TIMETABLE

A weekly timetable is shared with students via Office 365 Teams each Friday prior to the week ahead. The timetable is also put up on the student noticeboard.

The timetable will change throughout the year on a weekly basis, but the skeleton should remain broadly the same (subject to any requirements arising). Please see below an example timetable from the Summer Term 2023.

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Please note that timetables are subject to change. Students are informed of any changes via a message on Office 365 Teams, and amendments copied to the student noticeboard.

Occasionally teachers may not be able to attend at short notice due to illness – sometimes it is possible for another teacher to cover the class, but not always. This does not mean you will have a free period – at these times, students will be expected to utilise the class time and the space allocated to them to develop independent learning practices, or peer led learning in group classes. There are also times in your timetable scheduled for Independent Learning or peer-led learning which are scheduled without teachers. Attendance to these is mandatory as it would be to any other class.

We will make every effort to ensure that teacher cover is provided for but where loss of teaching time due to short-term teacher absence cannot be made up, alternative arrangements will always be put in place in the event of any long-term teacher absence. Teacher absences are monitored weekly by the Principal, and any student who feels they are being inadvertently affected by teacher absence should speak to the Principal, the Deputy Principal or the Head of Studies as soon as possible.

MANAGING CHANGE

If it reasonably considers it to be necessary, the School may make reasonable changes to the content, syllabus, mode of delivery and/or timetable of courses set out in the prospectus and course summary document which:

- are not material to the overall learning outcomes of the course (for example, moving the timing of a particular module or project within the year, or a change in the staff delivering the module or project);
- will benefit your or other student's training (for example, enabling you or other students to benefit from additional classes with visiting professionals);
- are caused by matters outside our control; and/or
- are in order to comply with changes in the law and/or the instructions of the School's regulators (such as the Office for Students), a validating university, and/or professional body.

Please see your Terms and Conditions for further information. A copy of all students' applicable Terms and Conditions can be found at: <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

If you are not sure which Terms and Conditions apply to you, please contact the Head of Admissions, Registry & Student Support, or the Academic Registrar & Head of Compliance.

FACILITIES

THE STUDIOS

Studios are a key part of our learning resources available to students. The studios are temperature controlled and are fully equipped with sprung flooring and ballet barres. There is a grand piano in the corner of each studio and AV equipment.

Studios are places to work, not socialise in. You must not take food into the studios, but you can take in water since you should drink regularly and in small quantities while you work. As well as our studios at Clifton Lodge, the school has use of a further studio at Langdon Park, Teddington <https://langdondowncentre.org.uk/facilities-available/normansfield-theatre/>

Outdoor shoes must not be worn in the studios and all outdoor shoes, bags and coats should be locked in the changing room lockers. **There should be no items left in the corridors or blocking fire escapes.**

Cubbyholes outside the studios can be used for small items such as dancewear, items left after the end of the day will be placed in lost property. **Please note, you should not leave valuables in the cubbyholes and should instead keep valuable items locked in your locker at all times. The School cannot take any responsibility for missing items.**

Studio facilities, pianos, musical instruments, AV equipment and costumes must be cared for and looked after properly by all that use them.

INFORMATION ON BOOKING STUDIO SPACE

The school operates a paper rehearsal timetable to allocate studio space for students as required. The rehearsal timetable is managed by a 3rd year student and is kept on the notice board. Students are allowed to book a 1 hour slot each, per week, Monday – Friday, and 2 hours on a Saturday. An additional 1 hour slot notated with a * can be used if a student without any other bookings does not require the space.

THE LIBRARY

Rambert School has a small but well stocked library, which is open during normal school hours, and students are able to borrow books using the Eclipse self-scanning system, which you will be trained on during the Registration Weeks.

Books, videos and DVDs can all be borrowed: these must be returned by the due date to avoid a fine. **Please never remove anything from the library without using the Eclipse system. Fines will be issued for overdue books.** Further library resources are available through the SCONUL (Society of College, National and University Libraries) access scheme.

Electronic resources through Open Athens are also available – log in procedures will be discussed during induction. You will also find a number of desktop computers and a printer in the library, available for students to use. You will be issued with login details during the Registration Weeks.

PLEASE NOTE: It is expected that all written work is typed using formatting recommended in Critical Studies sessions. Please bear in mind that the computers should therefore principally be used for this purpose and that the library is a place to think, read, write and research.

THE CHANGING ROOMS

Men's Changing Rooms are located on the ground floor of Clifton Lodge, adjacent to the Anya Linden Studio Theatre, and Women's Changing Rooms directly above, on the first floor. We have a small all genders changing facility on the ground floor. There are lockers in all changing rooms.

You can purchase a combination padlock or you can provide your own padlock for your locker at the start of the year. Please make sure you use your locker and always lock away any personal / valuable items. The School cannot be held responsible for the loss or damage of personal items.

SCHOOL ID/KEY CARD

You will be issued with a School ID card. If lost, you will receive one additional free ID card. Any further losses will result in a £5 charge for a replacement. You must use this card to tap in and out of the buildings whenever you arrive / leave.

COMMON ROOM

The School has a large common room for use by all students, which contains fridge, 3 microwaves, coffee/hot drinks machine, toaster, sofa x 2, eating area, pool table as well as noticeboards.

Further breakout spaces with comfortable seating can be found around the School and in the School grounds.

ACCESSIBILITY

There is accessible studio space at ground floor level in the main School building as well as in the Chapel site. Access to a disabled shower, changing room, toilet and access to kitchen facilities are available. The Theatre is accessible for students and audience members with disabilities.

ONLINE FACILITIES AND RESOURCES

VLE/Email use

We use Office 365 Teams as our virtual learning environment, and also as a way of instantly communicating information and messages to students. It is an app that can be downloaded for free and works on both Android and IOS platforms.

When you register at the School you will be issued with an official Rambert School email address. It is a requirement of the School that you use this email address for all School-related matters moving forward – we will only use this email address for all email communication with you whilst you are at the school.

We require all students to check their emails regularly and ideally you should check Teams and your emails on a daily basis.

Online social space

Office 365 Teams is also used for communication between students, and you can chat there and set up groups.

There is a closed Facebook page (Judy Rambert) set up annually for new starters, managed by the Head of Admissions, Registry and Student Support; this a space where students about to join the School can get to know each other and arrange accommodation shares etc.

IT

The School's facilities support the learning, teaching and research needs of students and staff and provide access to resources on dance and related subjects in a variety of formats. Facilities include study space, Microsoft Stream, open access computers, printing and photocopying, Wi-Fi and specialist software.

Please ensure you read our School policies on [IT Acceptable Use](#) and [Social Media](#).

HEALTH AND SAFETY

First Aid

There are First Aid Kits located outside every studio, in the staff room and in the Admin Office. Several staff are qualified First Aiders. If you or another individual needs First Aid during School hours, please contact/find a member of staff as quickly as you can.

Out of hours incidents

If an incident occurs out of hours:

- Call 111 for non-emergency medical advice or support
- Call 101 in a serious non-emergency situation that does not require an immediate police or other emergency response
- Call 999 in a serious emergency situation (see below for further information)

In an emergency

Calling 999 will contact you with the following emergency services:

- Ambulance
- Police
- Fire & Rescue Service

Explain your problem and the 999 operator will work out what kind of help is best.

- Call 999 to reach emergency services if:
 - there is a medical emergency
 - someone is seriously ill
 - someone's life or safety is at risk
 - there is a fire
 - you witness or suspect a crime is taking place (for example, an assault or burglary)

Fire Procedures

On hearing the fire alarm, all students should immediately make their way, in an orderly fashion, via the safest route out of the building, to the Fire Assembly Point. This is the grass verge area on the opposite side of the road when you turn right out of Clifton Lodge Main Gate.

- ***Do not go back into the building until authorised to do so by a member of staff.***

There is a copy of the fire procedure that you can access on TEAMS.

No Smoking Policy

There is a designated smoking space outside the chapel. Students found smoking on School premises, anywhere other than the designated smoking area, will receive a written warning. Any further infringements of this rule will normally result in a referral into misconduct procedures and possible exclusion from the course. Please keep the smoking area clean or it will be withdrawn. Every student who smokes is responsible for collecting rubbish and cigarette ends.

Eating and Drinking

Eating and drinking is forbidden in the studios, changing rooms , which should be kept clear at all times.

Drugs and Alcohol

The use of drugs and alcohol is strictly prohibited at Rambert School and during school visits to any external venues. If you are concerned about related matters, please talk to the Head of Admissions, Registry & Student Support.

PREVENT

As a Higher Education Provider registered with the Office for Students, the School has a legal and statutory obligation to comply with the PREVENT Duty, and we report on this annually to the Office for Students.

An explanation of the PREVENT Duty and our approach to managing this can be found in the 'School Policies and Procedures' section of this Handbook.

The School's PREVENT Strategy and Policy are monitored by our Board of Trustees with the support of the School Senior Management Team, and a link to these can be found at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>. The Prevent Single Point of Contact is the Academic Registrar & Head of Compliance, who also heads up Health & Safety for the School to ensure areas like this are appropriately joined up.

GENERAL COURSE INFORMATION

The Foundation/BA (Hons) Degree course is designed to develop dancers using highly tuned dance training by a wide, experienced and varied faculty, all prominent in their specialism. Students will be exposed to a vast range of dance techniques and styles with a focus on choreography and performance, along with rigorous technical studio based training in both Ballet and Contemporary dance. Critical studies give students the skills they need to become thinking dancers and choreographers and students at BA level undertake a full dissertation. Rambert students graduate as versatile, creative and adaptable dance artists.

Ballet forms the cornerstone of the dance technical training at Rambert School. Our longstanding approach emphasises clarity of line, placement and precision, always allowing these to grow through a developing sense of movement. Beyond technical prowess, musicality, expressivity, and artistry are emphasized and valued. For Contemporary Dance, there is an early focus largely on the two core techniques of Graham and Cunningham, which instils both a strong technical base and a deep physicality. BA students might well encounter a different style almost every day. Students are exposed to a wide variety of choreographic methods, ideas and tools through the course. This approach builds versatility and prepares graduates for the wide range of challenges they can expect to face at audition.

Performing is an integral part of the course. Every student performs a solo before an audience of students and staff each term. Students also stage their own choreography, perform repertory old

and new, and present shows to the public every term, both in the School's own theatre space and at external venues.

COURSE SUMMARY INFORMATION

A summary of the key details and information about both of our undergraduate courses can be found in the Course Summary document for each course:

- [Foundation Degree Course Summary document](#)
- [BA Hons \(Top Up\) Degree Course Summary document](#)

EXPLANATION OF ASSESSMENT METHODS USED BY THE SCHOOL

Students are assessed on an ongoing basis, through continuous assessment in daily classes, observed (test) classes, assessment in performance (solos, public and internal performances), continuous assessment of choreography & performance practice (including rehearsals), reflective writing and written essays. Further information about assessment can be found in the Assessment Handbook, which is available on Teams.

ATTENDANCE

A 100% Attendance rate is expected from Rambert School students on both the FD and BA (Hons) Degree courses, for the whole year. be present and on time at the beginning of all classes scheduled within their timetables unless the Principal, the Deputy Principal or the Head of Admissions, Registry & Student Support has authorised the absence.

The School recognises that students occasionally sustain injury, become ill, or have personal difficulties that mean they cannot attend, or can only partially complete, a class. It also recognises that students may occasionally be late in the morning, due to travel disruptions. Therefore, the absolute minimum level of attendance required in order for a student to pass is 80%.

However, where a guest choreographer is creating work for students, or where there are rehearsals towards performance (for instance group repertory work), attendance of 100% is required. There is a 'zero tolerance' approach for these situations.

Our Attendance Regulations & Continuous Assessment are published on our website policies & procedures page at: <https://www.rambertschool.org.uk/courses/policies-and-procedures/>

Overseas Students

UK Visas & Immigration (UKVI) require the School to monitor students' attendance and ensure that all Student visa holders maintain a high level of attendance throughout their course. If you do not meet the attendance requirements and do not provide the School with adequate reasons why you have missed attendance, we are required to report this to UKVI and your sponsorship will be withdrawn. This will result in the curtailment (shortening) of your visa and you will be expected to leave the UK. Please see our [Attendance Regulations](#) for full details.

ILLNESS, INJURY AND PERSONAL DIFFICULTIES

The School recognises that students are occasionally absent for reasons beyond their control. To allow for this, the [Attendance Regulations](#) make provision for a certain number of absences that may be excused (e.g. for a bout of illness) and other absence which may be eligible for a concession. The Concession Procedures must be followed in order for students' marks not to be affected.

In the event of unexpected absence from school, such as being unwell or late you must notify the School as soon as possible, and by no later than midday on the day of absence, by completing the online absence form which is available on Teams.

For more details of circumstances that the School may count as excused and how absence affects your grades, please refer to the Assessment Handbook, which will be made available to you when you start at the School.

STUDENT FEES

Payment of fees can be made in two ways:

Student Loans (students in receipt of funding)

Students who pay their fees via the Student Loan Company must email their letter of approval from Student Loan Company to the School before the 1st day of the School year. If, for any reason, they are unable to present this letter, a payment of one month's fees, plus administration charge, will be due before registration day. If evidence of Student Loan is still not available by the second month of tuition the student will be requested to meet with the Finance Team to arrange a suitable payment plan until a Student Loan has been arranged.

Self-Funding Students

Students paying their own fees, or having them paid by another person, must pay in full before registration day by depositing the sum into the Rambert Bank Account. Students may request to pay the fees in termly instalments, these payments must be received no later than the first day of each term at the agreed rate. Students who wish to set up a payment plan must contact the School at least 2 weeks before the start of term to arrange this.

All bank transfers must include the name of the students and the term they are paying the fees for in the reference.

Failure to pay your fees in a timely manner may result in you not being awarded your final degree and in some cases exclusion from the course until such a time as fees are paid.

If you have any problems or queries regarding your fees, you can contact the Head of Admissions, Registry & Student Support in the first instance.

How your fees are spent

Rambert School is committed to transparency and helping students understand how we spend your fees. We set this out and update our information on this every year. For full information, please see 'How your fees are spent' in the drop-down menu at:

<https://www.rambertschool.org.uk/students/student-support/>

WORKING WITH OTHERS

GUEST TEACHERS

Guest teachers and choreographers regularly work with students broadening their experience, providing networking opportunities and preparing them for the profession.

Improvisation classes for each year group take place weekly and are often delivered by guest professionals.

Frequent experience of working with guest teachers and choreographers allows students to experience performance at professional level whilst still in school. This ensures that by the 3rd year of training the gap between student and professional has narrowed.

The principles that the School applies for working with our guest artists and visiting staff are set out in the School's Working with Others Policy and Handbook, which can be found at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

WORKSHOPS

Workshops are generally delivered on a weekly basis in Year 2 and Year 3 by guest choreographers/performers.

PLACEMENTS

Students may be fortunate to be offered placements within professional companies during their BA(Honours) year. The School supports a negotiable placement option pathway (6-8 weeks) within the Special Project module (RA3001), where students who have an offer to work within a professional company can claim some credits for this module. Detailed information on this is found in the Module Specification and Assessment Handbook.

READING LIST

- Inside Ballet Technique: Separating Anatomical Fact from Fiction in the Ballet Class, (1994) Grieg, V. Princeton Book Co.
- The Muscle Book, (New edition 2008) Blakey, P. Bibliotek Books.
- The Intimate Act of Choreography, (New edition 2010) Bloom, LA. Dance Books.
- Ballet and Modern Dance, (2002) Au, S, Thames and Hudson.
- Psychology of Dance, (1995) Taylor, J & Taylor, C. Human Kinetics. Price £29.95 (used)
- Akinleye, A, (2018) Narratives in Black British Dance: Embodied Practices, Springer International Publishing AG
- Finding Balance (2nd Edition), Berardi, G. Routledge.
- The Fit and Healthy Dancer, (1999) Koutedakis Y & N.C. Shard, C. Wiley & Son.
- Conditioning for Dance, (2003) Franklin, E. Human Kinetics.
- What Is Dance?, Copeland, R., Cohen M. eds. (1983) Oxford: Oxford University Press.
- Moving History / Dancing Culture. Dils, A., Cooper Albright, A. (2001) Wesleyan University Press.
- The Routledge Dance Studies Reader Carter, A. (1998). London: Routledge.
- The Body and Social Theory Shilling, C. (1993), London: SAGE.
- Dance, Gender and Culture, Thomas, H. (1993) New York: Palgrave.

We do have a stock of these books in the library to borrow.

Books for Foreign Language Students

Once you register at the School your standard of English will be assessed for ESOL support. The School purchase IELTS workbooks for ESOL students.

Please note: If you are working towards a B2 level qualification for purposes of a visa, you should also factor in the cost of additional classes/private lessons and materials you may choose to take independently.

DANCEWEAR LIST 2023-24

Support with dancewear

Rambert School is committed to being as inclusive as possible. If you have any questions at all, or require any support regarding dancewear, please contact the Head of Student Support Judy Bowden on judy.bowden@rambertschool.org.uk (or via TEAMS if you are a registered student), for advice and guidance.

Ballet

- Leotards (your choice of colour and style, one to be black)
- Tights:
 - Pink or skin tone tights, OR
 - Black or navy full length all-in-ones, OR
 - matching leotard/plain tights
- Soft Ballet Shoes: (flatties) – pink or skin tone or black with black socks/white with white socks
- Pointe Shoes - pink or skin tone and ribbons (for students en pointe*)
- Practice Tutu – black, recommended brand: Grishko (Non- essential, we do have a number available in school to use)
- Flip Flops/Sliders/Booties may be useful between classes
- Male-identifying students will require a dance support

*We only expect dancers who are en pointe/have had pointe work training to have pointe shoes.

Contemporary

For Graham classes:

- Tight fitting leotard or T-Shirt
- Shorts or footless tights

All other contemporary dancewear is your choice but must be practical for the given class.

Please be advised some contemporary dance teachers may have specific dance wear requirements for their class. Individual teachers will advise when you are in School.

PLEASE NOTE:

- For all classes, hair should be worn back and off the face.
- Nails should be kept short.
- **No jewellery (except one pair of small earlobe studs) may be worn.**
- Tracksuits are useful for keeping warm between classes and moving between studios.

School Hoodies and T-Shirts will be available to order from School at the start of the term.

PLEASE MAKE SURE ALL ITEMS ARE LABELLED WITH YOUR NAME.

STUDENT PROGRESSION

STUDENT PROGRESSION BETWEEN YEARS

Foundation Degree, Year One

All modules and module component marks in Year One of the Foundation Degree are given as grades. To pass the year students must have successfully completed all modules on the Foundation Degree, which means receiving marks of 40 (pass mark) or above for all aggregated modules grades.

Foundation Degree, Year Two

All module and module component marks in Year Two of the Foundation Degree are given as grades. However, the final degree outcome will be expressed as Pass, Merit or Distinction. To pass the Foundation Degree, students must have successfully completed all modules during years One and Two, which means receiving marks of 40 (pass mark) or above for aggregated module grades. For the Foundation Degree, Year One marks contribute 50% to the final mark and Year Two marks contribute 50% to the final mark.

BA (Hons) Degree, (1 Year Top Up)

As the BA (Hons) is counted as a new qualification which you are registered for at the beginning of your 3rd year at Rambert School, there are no marks carried over from first or second year.

Successful completion of the two-year Foundation Degree in Ballet and Contemporary Dance does not guarantee admission to the one-year BA (Hons) top up course. Admission onto the BA (Hons) Top-Up course is offered in accordance with the published procedures for admission to these courses.

Overseas students should note: there is an additional entry requirement of achieving a minimum B2 level in IELTS, with a score of 5.5 in each module band. This is higher than the IELTS entry requirement set for the Foundation Degree.

Overseas students are required to apply for a new visa for the one-year BA Top up year while in the UK.

To pass the BA (Hons) Degree, students must have successfully completed all modules during the year, which means receiving marks of 40 (pass mark) or above for aggregated module grades.

The outcome of the BA (Hons) Degree will be awarded as a First, Upper Second, Lower Second or Third Class Degree.

Please note, in awarding final classifications, the University of Kent degree conventions are applied. These include rounding of marks and preponderance.

EXTENUATING CIRCUMSTANCES

Extenuating/Mitigating Circumstances: Extensions / Intermission of Studies / Withdrawal

It is important that you seek help if you are experiencing problems with your studies. Sometimes students experience physical health (including becoming injured whilst training), mental health, family, personal or other circumstances that may affect their ability to carry on with studies as normal. If this happens to you, in such circumstances, you might need some additional support, some flexibility regarding assessment, or even some time away from your studies. These circumstances are commonly referred to in higher education as 'mitigating/extenuating circumstances', and the University of Kent (our validating university) has regulations and procedures covering these. The School operates within the University's regulations where any of these procedures might be needed.

Regulations for Taught Courses of Study: For the relevant University of Kent regulations, please see the following:

<https://www.kent.ac.uk/teaching/documents/quality-assurance/regulations/taught/taughtregs.pdf>

Mitigation of Extenuating Circumstances Procedures:

<https://www.kent.ac.uk/teaching/qa/credit-framework/index.html>

A number of interventions (i.e. extensions, or deferrals) may be possible to address the impact of any extenuating circumstances (such as illness) that have affected your performance in assessed work. The exact nature of such interventions will be dependent on each individual set of circumstances, and these are normally managed under the University of Kent's Extenuating Circumstances procedures (see Annex 9 which can be found at the above link).

Extenuating Circumstances relate to circumstances beyond a student's control that have had a negative impact and caused a student to perform less well in their assessed work than they may otherwise have been expected to do (in comparison to performance with other work on a particular module or stage).

This includes circumstances such as sudden, severe illness (confirmed by medical certificate) preventing attendance at an assessment/examination, adversely affecting performance at an assessment/examination, or preventing work from being submitted by the deadline set.

You should speak to a member of Student Support staff or your tutors to discuss any problems that might adversely impact your work, or for further information and guidance about Extenuating Circumstances.

Intermission of Studies

The School recognise that from time-to-time students may wish to interrupt their studies (known as 'intermitting studies') for different reasons, whether personal, financial, medical or other. The School has a process in place to manage these requests for intermission of studies; please see the [Interruption of Studies Policy](#), which has been developed together with the validating university. All students who wish to make such a request are expected to follow the agreed protocols.

Below are some things to bear in mind when considering an intermission of studies:

- **Speak to a member of staff** (e.g. someone from student support) in the first instance about your plans and the reasons as to why you would like to, or are considering, intermitting your studies.
- **Make sure you understand and consider carefully the possible implications of the intermission** (e.g. Student Visa considerations) and also the implications for resuming your studies.
- **Remember that you will be required to indicate the reason(s) for your decision and submit appropriate supporting evidence** that supports your request to intermit studies, as well as a supporting statement (all supporting evidence/documentation provided must be in English). If you're not sure about what kind of evidence might be needed, speak to a member of Student Support staff in the School.
- **If you would like to go ahead with your making a request to interrupt or 'intermit' your studies, make sure you complete Part A of the Intermission of Studies Request Form in full and submit it to the School** – no requests will be considered without this form being fully completed and submitted electronically to the School (the form can be downloaded from the School website at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>).
- **All requests to intermit studies are at the discretion of the School and determined on a case by case basis.** The submission of the form does not in itself guarantee that your request will be granted.

In all instances, requests will only be granted if the School is satisfied that sufficient circumstances exist that would support the request for a period of interruption. You can find the Intermission of Studies Request form on Teams. If you would like any further information about this, please speak to Judy Bowden, Head of Admissions, Registry & Student Support.

Withdrawal

If you wish to withdraw from your course of study, you should speak to a member of Student Support staff or one of your tutors as soon as possible.

Leaving without telling anyone, or simply failing to turn up, is not sufficient notification of a withdrawal.

Failure to inform the School that you wish to leave may result in you being charged tuition fees (please consult your Terms and Conditions and Fees Policy from when you registered as a student); these can be found on the School's Policies & Procedures page at: <https://www.rambertschool.org.uk/courses/policies-and-procedures/>

The most important thing to remember is that, if any serious illness or other incident should occur, you must contact the Head of Admissions, Registry and Student Support as soon as you can, so that any necessary steps can be taken quickly. In the case of injury the School's Screening Treatment and Rehabilitation Unit team (STRU) will be advising on your condition and will be working closely with you to ensure appropriate recovery.

Academic support

Additional academic support is available to all students who are deemed to be at risk of failing, or whose progress is giving reason for concern. Rambert School's system of discussing the progress of each year group (and individual where necessary) at staff meetings fortnightly is an effective mechanism for Senior Management, Module tutors and Academic staff to note students at risk. Following any actions decided at these meetings, offers of additional student support are usually communicated to the students via the Head of Admissions, Registry and Student Support, or the Head of Studies.

Rambert School also offers counselling support, as well as specific help for students with specific learning difficulties.

The University of Kent, Rambert School's validating body, is responsible for handling academic appeals against decisions made by examination boards. There is a section on their website for students at their validated institutions, and this explains how the academic appeals system works:

<http://www.kent.ac.uk/teaching/qa/collaborative/validation/studentinfo.html>

Academic complaints

For information about academic complaints, please see the Policies and Procedures section of this handbook.

STUDENT RESPONSIBILITIES

In enrolling with Rambert School as a student, you become part of Rambert School's community. From the point your offer is confirmed you are required to abide by the regulations, rules, policies and procedures.

Your obligations to Rambert School are to:

- Pay your course fees and other required fees when due as set out in Rambert School's Fees Policy and in the offer letter. If you cease to be a student of Rambert School, because for example you withdraw from your course or Rambert School terminates your enrolment, for example due to non-payment of fees, you may still be liable for any outstanding fees.
- Be responsible for your own learning, making use of the appropriate equipment and facilities and complying with the rules and regulations established by Rambert School for the use of resources and facilities as set out in the Rambert School Codes of Conduct.
- Participate actively in your training, including meeting the Rambert School's rules around attendance, which do not generally allow for absence other than in exceptional circumstances, and do nothing that will hinder or interfere with the training of other students.
- Meet assessment deadlines, including attendance requirements for continuous or performance-based assessment.

COMMITMENT TO TRAINING AND LEARNING / TRAINING CULTURE

- **It is our aim to provide you with a range of learning experiences**, all of which will contribute to your development as a professional dancer.
- **It is also our aim to support you in becoming a self-motivated independent** learner capable of directing your own study and training.
- **Knowledge and skills** will be introduced and developed across the two years of the Foundation Degree. The BA Hons (Top Up) year builds on these knowledge and skills in increasing depth and greater detail. **A variety of teaching and learning strategies are employed on the course, which vary in response to the subject matter and the learning outcomes of each module.** These will be detailed in each of your module briefs.
- **You play just as important a role in your own learning and development as your teachers do**, and the level of autonomy expected of you increases as you progress through your Higher Education undergraduate course. **Reflective practice** – the ability to reflect on your actions and on your learning, and to use this to consider how you might make changes in the future to enhance your development – **is a key skill for any professional dancer** and a crucial part of your development on the Higher Education course.

CONDUCT

Rambert School Code of Behaviour and Student Code of Conduct

Once you join the School you are expected to share the responsibility for creating an environment in which everyone can learn and enjoy the academic and social life of the School. Rambert School has a Code of Behaviour that covers all members of its community (both staff and students). In addition, we also have a Student Code of Conduct that is reproduced below:

Student Code of Conduct

Environment

1. You must respect School property and other people's belongings.
2. You must help the School with its security by keeping visitors and guests to a minimum and ensuring that all visitors or guests sign in on arrival and are collected from the hallway waiting area. All visitors must sign in and comply with the School visitors system. Permission must be sought in advance for visitor access to the School. Please note that visitors are not allowed to observe any classes or rehearsals except where arranged or agreed by the School.
3. The School cannot give students permission to use external rehearsal spaces (except where organised by the School). Students using external facilities under their own arrangements are not covered by the School's insurance policies or its Health and Safety Policy and therefore the School cannot accept responsibility for any injury, loss or damage sustained off the School premises.
4. Students are not permitted to book rehearsal space at Rambert School on behalf of people external to the school.
5. You must only eat and drink in the designated areas. Eating and drinking (except bottled water) are not allowed in the theatre, studios or the Library. The School is a non-smoking environment apart from the designated area.

Conduct

1. You must have consideration and respect for everyone else in the School and ensure you are polite and courteous at all times. This includes respecting others' race and religion; gender; sexual orientation; disability; age; social background and role within the School. You must not harass staff or students for any reason or in any way. Harassment can include bullying, insulting comments, offensive behaviour, jokes, threats and giving people unwanted attention.
2. You must not engage in gambling, consume alcohol or take or deal in illegal substances on School premises. Any drug-induced or drunken behaviour will be subject to disciplinary action.
3. You must move about the learning areas, studios, offices, hallway, car park and grounds in an orderly fashion.
4. You must take care to act safely and not put yourself and others at risk. If there are special safety requirements related to your studies you must comply with them.
5. You must never start, or join in, any physical violence or aggressive behaviour. Any act of violence or aggression can lead to you being immediately suspended.

6. You must never start, or join in, anti-social behaviour, which includes behaviour which makes anyone else feel unsafe or which harms anyone. This includes anti-social behaviour as a result of intoxication through alcohol or drugs. Being under the influence of any substance does not remove your responsibility for your behaviour, and is not an excuse for unacceptable behaviour.

7. You must ensure that you comply with the rules, regulations and policies of Rambert School at all times whilst a student. Failure to do so would normally be deemed a breach of our rules, regulations or policies (such as this Student Code of Conduct, the School Code of Behaviour or the Policy on Sexual Misconduct, Harassment and Related Behaviours). A breach of our rules, regulations or policies constitutes misconduct.

The Student Code of Conduct is there to protect everyone. If you do not follow these rules you may be subject to disciplinary action under the Non-Academic Misconduct Policy, which could lead to your expulsion from the School.

Rambert School Code of Behaviour

The purposes of our Code of Behaviour are:

To establish the expected behaviours of Rambert School students and the staff that work across all areas of the institution and its Schools

- To promote, foster, nurture and embed the desired positive and inclusive Behaviours, on the part of all members of the School, that help to create and maintain the positive cultures within which all can flourish, thrive and feel safe
- To provide for the advancement of the profession, knowledge and creativity in the development of ethically sensitive, professional and responsible persons

All students and staff are subject to this Code in relation to:

- a) the activities they engage in as students/staff of the School;
- b) the services or facilities they access due to being students/staff of the School;
- c) their presence in, or access to, premises owned, leased or managed by the School;
- d) any activity not covered by a), b) or c) above, but which might harm the safety, interests or reputation of the School and its community, or impact on the student's suitability to remain a registered student, or impact on the member of staff's suitability to remain a member of staff.

The full Code of Behaviour and the Poster of our Code of Behaviour Standards can be found at:

<https://www.rambertschool.org.uk/courses/policies-and-procedures/>

FILMING AND ASSESSMENT FOOTAGE POLICY

We wholly support filming as a learning tool, which is personal and supports your time here at the School and we recognise that in this generation, it is common to share footage on social media and YouTube.

There are a few issues surrounding the area of filming. The guidelines you should follow whilst at the School are set out below:

- Once you put something on the internet, you cannot control who sees it and potentially it will be out there for your lifetime.
- If you are sharing material that is not your own, you need permission of the choreographer or company prior to sharing this. If it is your original material, you should ensure you credit the music used within the piece.
- Footage cannot be shared in some instances. These are:
 - When you do not have permission of everyone in the footage, this includes bystanders.
 - Anybody under the age of 18 will need parent or guardian permissions (please note there are students under the age of 18 on various courses, so you must be vigilant about this).
 - Throughout the year peoples' circumstances may change and someone who may have been happy to be filmed may not be happy now so permission needs to be gained at all times.
- Class material must not be shared without the express permission of the teacher. Class should be a safe place to experiment and if students feel their work is to be exposed in some way, this does not lend itself to an open and creative environment.
- You cannot film assessment work on your own camera / phone, or indeed on any other equipment, unless this is for an individual who has given express permission. This work is, however, available to you via Microsoft Stream which is part of Office 365.

Assessment Footage

Assessment footage is available for students by request from the Head of Technical Theatre and Facilities (see [Staff List](#) earlier in this Handbook), this is part of Office 365 and students are also able to view/upload videos and view assessments and solos during their studies at the School.

Photography

Throughout your time at the School, it is likely that you will be filmed and photographed as part of a performance or event. Images will be stored securely by the School and may be used for communicating information about the School and illustrating its work. These may appear in print, web or broadcast digitally for distribution to partners and carefully selected organisations. These may include but are not exclusive of: marketing material for the School including its education and community work and performance publicity; the School prospectus; the School website; the School's social media portals (currently Facebook, Instagram and Twitter); School performance programmes; newsletters; banners and stands; postcards; posters; invitations; literature; local, regional, national and international news and dance media; the BBC website and Big Screen; Dance UK's media portal, promotional items.

Image(s) may be retained by, and will only be accessed by, the creator, and authorised persons of the School and may be used in the future in the School publications and marketing materials. The image(s) are processed by the School in accordance with the provisions of the General Data Protection Regulation (GDPR). You have the right to withdraw your consent for your image to be used. If you wish to withdraw your consent, please contact the Head of Admissions, Registry and Student Support in the first instance.

INTELLECTUAL PROPERTY RIGHTS

Intellectual Property Rights shall mean all patents, rights to inventions, copyright and related rights, moral rights, trademarks, rights in designs, performance rights, rights in computer software, database rights and other intellectual property rights.

If you are studying for an undergraduate or taught postgraduate degree, unless agreed otherwise, you shall own any intellectual property you generate and provide to Rambert School during your course.

EMAIL POLICY

When you register at the School:

- you will be issued with an official Rambert School email address.
- It is vital that you use this email address for all School-related matters moving forward – we will only use this email address for all email communication with you whilst you are at the school.
- With the use of email, the School is at risk from incoming viruses, which could severely damage our systems. All computers at the School are loaded with anti-virus software, which should protect against known viruses.

The most damaging viruses are usually sent via an email attachment, so the School requests that if you receive an unsolicited email with an attachment that you do not open it, just delete it.

IT POLICIES

Rambert has both internet and email facilities. All Staff and Students are expected to utilise both systems in a responsible manner. Rambert School has an [IT Security Policy](#), and a [Policy on IT Acceptable Use](#); you should make sure you read both of these and contact staff if you have any question.

Everyone who works or studies at the School is responsible for the security of our IT systems and the data on them. As such, all users must ensure that they adhere to the guidelines in the IT Policies at all times.

Misuse of computers is a serious disciplinary offence. This is not an exhaustive list, but the following are some examples of misuse:

- Fraud and theft
- System sabotage
- Introduction of viruses and time bombs
- Using unauthorised software
- Obtaining unauthorised access
- Using the system for non-business use
- Sending flame mail or mail that is harassing by nature
- Hacking

- Breach of company security procedures
- Taking part in electronic chain letters
- Accessing pornography
- Engaging in on-line gambling
- Downloading or distributing copyright information
- Posting confidential information about Rambert

STUDENT ENGAGEMENT AND REPRESENTATION

Rambert School is fully committed to involving students at all levels, from individual course representation up to sitting as members of the School Academic Quality & Standards Board. There are different ways in which students can be representatives. Below is some information about what being a student representative entails.

REPRESENTATION IN THE SCHOOL

Course Representatives

What is a Course Rep?

A course representative (or 'course rep') is a student chosen or appointed to represent the views of fellow students on issues related to their course.

What does a Course Rep do?

- Gathers the feedback and views of fellow students on the course: ask students on your course what they like about the course and what they'd like to see
- Presents these views and feedback to staff in meetings, offering solutions to these issues that would suit the needs of your peers
- Attends Student Voice Committees to share your views and those of your course peers
- Helps influence how the course of study is run, including curriculum design and content
- Makes a contribution to the student voice in the School

What are the skills needed?

A good course rep is someone who is:

- Happy to be the student voice for your course
- Comfortable asking students on your course whether they are happy with the course, and being clear about any changes they would like to see
- Comfortable feeding back to staff about any problems with the course
- Interested in working with staff to make the course better
- Good at working with your fellow students to identify solutions to any problems
- An articulate link between staff and students

What are the main responsibilities of being a Course Rep?

The main responsibilities are:

- To act as a point of liaison between students on the course and course leaders
- To represent your fellow students on the course
- To work together with staff in a professional manner

However, if someone on your course comes to you with a personal issue, you are not expected to deal with this in your role as a course representative, and in such circumstances you should advise that student to access Student Support and Welfare in your School. If you have significant concerns about the safety of your fellow student, you should report the matter to a member of School staff who is responsible for Student Support and Welfare.

What is not covered by being a Course Rep?

You shouldn't...

- Always agree with staff – sometimes perspectives will be different for students!
- Just bring forward your own ideas – you are there to represent your peers as well as your own views
- Bring forward problems in a rude or personal manner
- Feel pressured to take on more than you can – your wellbeing comes first!
- Help students with personal problems
- Help other students with their work – you could find yourself unintentionally committing academic misconduct.

What kind of issues could come up?

Anything related to the academic experience on your course or in your School. Equipment, space, timetabling, curriculum, teaching, placement/industry opportunities, material costs and many more – if it's academic and related to your course, it could come up!

Student Representatives

What is a Student Rep?

A Student Representative (or 'Student Rep') is different from a Course Rep. They are there to raise wider issues with the School on behalf of students.

Student Reps also sit as members of the School's Academic Quality & Standards Board, which is the School's most high-level governance body covering academic affairs. Student Representation is also required on other School committees, such as the Student Staff Liaison Committee.

If you have feedback which you would like to communicate with the School through one of our formal channels, you may want to raise the issue with one of the student representatives elected by your year group.

What are the skills needed?

A good student rep is someone who is:

- Discreet and understands the importance of confidentiality
- Objective and impartial in relation to their own views and that of the student body
- Good at gathering information from others and able to represent it in a concise way
- Likes to be involved in decision-making
- Doesn't mind reading what can be technical papers and material
- Is willing to participate in meetings
- Commands the confidence of their year group

Course/Student Reps work closely with the course team and School management. They attend regular committee meetings in a formal capacity, where they represent the views of you and your fellow students. This gives an opportunity for the student voice to be heard formally, and it is an important mechanism that informs both day-to-day running and long-term planning. However, Course Reps and Student Reps can also approach staff on behalf of the student body outside of these meetings. The selection of Reps will be held in the autumn term. At least two students represent each year group; this is to ensure that at least one is available for each meeting. Selection of reps happens through anonymous voting and this happens on every year of the course.

Inclusivity Advocates

Alongside the Student Reps we have student 'Inclusivity Advocate' roles focusing on diversity and inclusivity in terms of culture, race, gender, disability, neurodiversity. These Advocates sit on the Student Staff Liaison Committee and attend the Academic Quality & Standards Board meetings. They also advocate on issues of inclusivity across the School community.

Student Staff Liaison Committee

Student Representatives sit on the Student Staff Liaison Committee (SSLC). It is co-chaired by a one of the elected Student Reps on rotation, along with the Chief Executive, Principal & Artistic Director.

This is a sub-Committee of the Academic Quality & Standards Board (AQSB). It reports to AQSB, meets at least once a term, is minuted and actions are noted. Progress of actions will be considered at the following meeting.

The relevant Course staff team normally deals with day-to-day matters that have been raised by students, and also looks at future planning and relevant information such as the External Examiner Reports and matters arising from the School's monitoring of annual assurances on quality and compliance, alongside any matters arising from annual course monitoring undertaken for the University of Kent as the validating institution.

Student Reps will be responsible for gathering student views/ issues prior to each meeting and sending agenda points to the relevant member of staff when requested. Minutes of the meetings will be sent to all students.

Student Reps are responsible for passing on any resolutions to issues or relevant discussion to the rest of their respective year group.

Student Focus Groups

The School also conducts student focus groups once a term with each year group. These serve as a less formal opportunity to discuss day-to-day issues as they arise and also share information on topical matters.

CONTACT DETAILS AND RESPONSIBILITIES OF STUDENT REPS

Student reps are voted for at the start of the Autumn term by students and are re-elected annually.

STUDENT FEEDBACK CYCLE

Your feedback is very important to us and you will be asked for your feedback formally via an online, anonymous Student Survey. However, you will often feedback informally, in discussion with your teachers and other members of staff and we urge you to discuss any issues with us as soon as they arise.

Feedback is also collected on an informal basis below:

- Student focus groups
- Open Door Policy
- Online Module Evaluation Forms
- Student Support Feedback Form

POLICIES AND PROCEDURES

All Rambert School student-related policies can be found in their fullest format at

<https://www.rambertschool.org.uk/courses/policies-and-procedures/>

As a former member of the Conservatoire for Dance and Drama, Rambert School has been instrumental in developing student-related policies together with other former member Schools since 2016 that are in line with best practice in the higher education sector whilst also complementing the bespoke nature of our dance training. The School also has additional policies and strategies that, whilst not solely focused on, or related to them, are still relevant to students, such as those relating to the Government's PREVENT Strategy. Following our move to independent registration with the Office for Students from 2022, the School directly adopted a number of Conservatoire for Dance and Drama student-related policies previously in place in the School. We did this not only because they are policies developed relatively recently with full student consultation, but also to minimise changes and disruption and preserve continuity for students.

Please see further on in this section of this Handbook for links to the regulations of the validating university governing academic appeals and academic misconduct.

All of the policies listed in this section of the Handbook can be found (along with their associated appendices) on the School website at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

Some policies (such as the Rambert School Code of Behaviour, Inclusivity Policy and Protocols, Personal Relationships Policy, and Policy on Sexual Misconduct, Harassment and Related Behaviours) cover staff as well as students.

The contents of this section of the Handbook ('Policies and Procedures') are listed below:

Section 1

- Support Through Studies
- Student Complaints Procedure
- Academic Appeals
- Academic Misconduct
- Non-Academic Misconduct Policy
- Emergency Powers of Exclusion and Suspension
- Sexual Misconduct, Harassment and Related Behaviours
- Personal Relationships Policy
- Data Processing Statement
- Criminal Records Policy
- Student Protection Plan
- Refunds and Compensation Policy

Section 2

- Prevent Duty

- Inclusivity Policy and Protocols
- Rambert School Code of Behaviour & Student Code of Conduct

Section 3

In this section, you can find information on:

- The Office of the Independent Adjudicator for Higher Education (known as OIAHE or OIA)
- The Office for Students

If you have any queries about any of the School's policies referred to in this section, you can raise these with the School by contacting the Academic Registrar & Head of Compliance via email, or by contacting the Head of Admissions, Registry & Student Support.

SECTION 1

About the University of Kent

Your degree is validated by the University of Kent. This is because at the moment Rambert School does not have the ability to confer degrees upon students itself. There are many small and specialist Higher Education institutions like ours in a similar position, supported by a larger validating university to run a high quality degree course. Kent work with us to assure that the quality of the courses meets the expectations of Higher Education courses in England. On completing your course you will receive your award from the University of Kent and will be invited to attend graduation the following November.

Support Through Studies Policy & Procedures

Support Through Studies is a framework designed to support the needs of students and ensure the greatest chance of succeeding in their studies. It is a holistic policy that we use as a means of creating an understanding between a student and the School about any support needs the student may have, and what the School agrees to put in place for that student. We may use the policy to establish this understanding even before you formally begin your degree course with the School, including establishing any reasonable adjustments and/or Learning Agreements.

The policy has informal procedures, and formal procedures that are referred to as follows:

- Stage One: Emerging or Initial Concerns
- Stage Two: Continuing and/or Significant Concerns
- Stage Three: Highly Significant, Serious or Persistent Concerns (Case Conference)

Initially, if there are concerns that you might need structured support under this Policy, the School will consider whether the support can be reasonably managed under informal procedures (i.e. whether they can approach you on an informal basis to try and resolve those concerns). This will not always be a feasible option, but where informal procedures are used they do not form any part of the formal Support Through Studies procedures.

The Support Through Studies policy and procedures also refer to a student's ability to engage positively and fully with their course of study and to fulfil the expectations of the course.

Being referred into the formal procedures of this policy is not about your academic or professional ability. It is about having supportive procedures that can be operated by Rambert School staff when a student's health, well-being and/or behaviour is, or appears to be at risk of, having a detrimental impact upon their studies and/or ability to cope with student life. Sometimes, it is necessary for these procedures to be formal so that the appropriate level of support can be put in place and so that both you and relevant staff are clear about what is needed and what has been agreed with you.

This policy provides a framework designed to create a dialogue with you, to enable and support you to give you the best opportunity to complete your course. Depending on a student's circumstances, both the informal and the formal procedures of the policy may be used where a student's ability to properly engage with their studies and/or the support on offer at Rambert School is compromised as a result of their health, well-being, or other circumstances.

You can also choose to self-refer under this policy if you think you may need additional support in successfully completing your studies. If you wish to self-refer, you should contact the Head of Admissions, Registry & Student Support in the first instance.

Reasonable adjustments and learning agreements are also managed locally by the School under the Support Through Studies policy. It should be clear to you at all times what you have agreed with us about any support you need and what the School have committed to providing.

Often, this will be recorded in a Support Through Studies Action Plan, or a Learning Agreement. These documents will be completed and discussed with you, and you should receive a copy once they have been finalised. If you require a copy, you should contact the Lead Contact for your case, or the Head of Admissions, Registry & Student Support, to request one.

There are 3 formal stages of the Support Through Studies procedures; however, the School might refer you into any stage of the procedure depending on our perceived risk of the circumstances. For example, if the School has significant concerns about the level of support you might need and/or that there is a significant risk to you successfully completing your studies, you may be initially referred into Stage Two or Three, but subsequently referred into Stage One or Two.

If you feel that you may be unable to fully engage with your course (as a result of illness or for other reasons), you may apply for additional structured support under the Support Through Studies procedures by notifying a member of staff. The member of staff will then instigate these procedures by notifying a member of the School's Senior Management Team, who will then determine whether you can be best supported under the informal procedures, or whether it is in your best interests to refer your case into Stage One, Two, or Three of the formal procedures, and will designate the 'Lead Contact' for the case. The Lead Contact will normally be your course leader or a member of School staff with an equivalent level of seniority.

The Rambert School Support Through Studies Policy & Procedures can be located at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

Student Complaints Procedure

Rambert School is committed to investigating and resolving genuine complaints from students, and also learning from the outcomes. Our Student Complaints Procedure can be found at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

You can also make a complaint about a service offered by the University of Kent (in this case the University of Kent's complaints procedure should be used):

<https://www.kent.ac.uk/teaching/qa/collaborative/validation/studentinfo.html>

Rambert School defines a complaint as:

"an expression of dissatisfaction by one or more students about action or lack of action by Rambert School, or about the standard of service we provide or provided on our behalf."

Students who wish to make a complaint, either informally or under the formal stage, should do so as soon as possible and should be clear about their desired resolution(s), which should be reasonable. The policy sets out the procedures you should follow in order to make a complaint (or an appeal, if you wish to progress a complaint to Stage 3).

The longer the time between the cause of complaint and the issue being raised, the more difficult it may be to meaningfully investigate and resolve the complaint, therefore there is a time limit of 3 months for submitting formal complaints (see below).

Where students wish to submit a group complaint, they will be asked to nominate one student as the 'group contact' to act as the point of liaison for the complaint (see the 'Group Complaints' section of the policy).

The Student Complaints Procedure is a 3-Stage procedure:

- | | |
|----------------|--|
| Stage 1 | Informal Resolution (issues should be raised as soon as possible after they occur) |
| Stage 2 | Formal Resolution (complaint should be submitted as soon as possible after the end of Stage 1 and in any case no later than 3 months after the events/issues of complaint occurring) |
| Stage 3 | Appeal (should be submitted within 14 days of the date of the Stage 2 Complaint Outcome Letter) |

Section B of the Student Complaints Procedure also sets out specific information about types of complaints, including:

- Academic Appeals and Academic Complaints
- Frivolous and vexatious complaints
- Complaints prior to enrolling and registering as a student
- Complaints whilst registered as a current student
- Complaints by former students/graduates
- Complaints regarding Sexual Misconduct, Harassment and Related Behaviours
- Complaints regarding staff misconduct

- Complaints regarding placements
- Anonymous complaints
- Complaints raised by third parties
- Complaints from external parties

A **Guide to the Student Complaints Procedure** is also available at

<https://www.rambertschool.org.uk/courses/policies-and-procedures/>. If you have any queries about the policy or any stage of the procedures, you can contact the Academic Registrar & Head of Compliance.

Complaints to the University of Kent (Academic Complaints)

As your degree is validated by the University of Kent, following completion of the final stage of the Rambert School Student Complaints Procedure, you have the right to take any academic complaint to the University of Kent via Stage 3 of the University of Kent's Student Complaints Procedure - see Section A of the Student Complaints Procedure - 'Academic complaints and the validating university (University of Kent)' - for details and also the University of Kent Student Complaints Procedure. Information can be found at the following link: [University of Kent's Student Complaints Procedure](#)

Following completion of the full Rambert Student Complaints Procedure, you can take your case to the Office of the Independent Adjudicator (OIA), the ombudsman for student complaints (see Section K of the Rambert School Student Complaints Procedure and also 'Completion of Procedures and the Office of the Independent Adjudicator (OIA)' later in this section of this handbook).

Academic Appeals

Academic appeals must be submitted directly to the validating university, the University of Kent, for consideration, before the deadline published by the University.

The University of Kent states that an academic appeal is:

"a request for a review of a recommendation made by a Board of Examiners in regards to matters of student progression to the next stage of an award, student assessment results or academic awards."

All of your results on your courses (whether they be 'pass/fail' or a graded module mark) must be ratified by a Board of Examiners before they become confirmed. Marks/results that you receive before the Board of Examiners has approved them are provisional and may change.

What is an early informal appeal resolution?

The University of Kent strongly advises you to attempt early informal resolution directly with Rambert School in the first instance. Early informal resolution allows you to raise your concerns without entering a formal appeals process. It is beneficial to you as it can provide a more speedy response and/or resolution to your query. The outcome that can be sought via early informal resolution is normally equivalent to the outcomes that are sought via the formal appeals process. Examples of issues that you can raise as part of an early informal resolution are provided below.

What issues can be raised as part of an early informal resolution?

The following are examples of situations which can be raised with your Division as part of an informal early resolution:

- Seeking clarification that marks and results have been recorded accurately
- Seeking feedback on the way in which marks and results have been arrived at
- Seeking an explanation of how the impact of extenuating circumstances have been acted upon by the Board of Examiners
- Providing additional evidence to support extenuating circumstances that have been requested by a Board of Examiners
- Providing new evidence to support extenuating circumstances that were not previously made known

Please note that this list is not exhaustive and may be applicable to other types of appeals.

- **Early Informal Resolution** applications must be submitted to Rambert School within **5 working days of your end of Stage results being formally published**.
- **Formal Appeal** applications must be submitted to the University within **15 working days of your end of Stage results being formally published**.

To make a formal academic appeal to the University of Kent, you need to complete and submit an Appeal Form, and there are specific grounds of appeal upon which an appeal can be made (an appeal must be made under one or more of the specific grounds). Please read the University of Kent's Appeal Form Guidance, and contact a member of School Student Support staff if you have any questions about completing the form: <https://www.kent.ac.uk/education/academic-appeals/appeal-form-guidance>

What will not be considered

Appeals that are based on extenuating circumstances, which, without good reason, were not brought to the attention of the Board of Examiners through mitigation procedures at the appropriate time. As indicated above, appeals based on a disagreement with academic judgement of the examiners will not be considered.

Where the outcome to an appeal sought by a student goes beyond what the University of Kent (and by extension your School and the Conservatoire) can reasonably provide, you will be advised in writing as soon as possible.

If, following the official publication of your results, you feel you may have grounds for appeal, you may submit an academic appeal to the University of Kent for consideration. The relevant procedure and guidance can be found at the links below:

University of Kent Academic Appeals Procedure:

<https://media.www.kent.ac.uk/se/19884/cf2020-annex13-appeals.pdf>

University of Kent Information and Guidance:

<https://www.kent.ac.uk/education/academic-appeals>

<https://www.kent.ac.uk/teaching/qa/collaborative/validation/studentinfo.html>

Academic Misconduct (academic disciplinary regulations)

Academic misconduct cases fall under the academic disciplinary regulations of your validating university, the University of Kent. Rambert School manages the process, following these regulations, when dealing with any cases of academic misconduct, until the appeal stage which is conducted by the University. The regulations and procedures governing academic discipline procedures can be found at the following links (including the right of appeal against a disciplinary decision made under these regulations), and you should consult your School tutors with any queries:

<https://www.kent.ac.uk/teaching/qa/collaborative/validation/studentinfo.html>

In Regulation V.3 of the General Regulations for Students, the University of Kent states that students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress. The following are some examples of conduct which will be regarded as a breach of the academic discipline regulation (General Regulation V.3 Academic Discipline, see Annex 10 at the link above):

- **Cheating in examinations:** including the use of unauthorised materials, mobile phones and other prohibited electronic devices;
- **Attempting to influence an examiner or teacher improperly**
- **Duplication of material:** reproducing in any submitted work any substantial amount of material used by that student in other work for assessment, either at your School, the University of Kent or elsewhere, without acknowledging that such work has been so submitted;
- **Conspiring with others** to reproduce the work of others without proper acknowledgement, including knowingly permitting work to be copied by another student;
- **Falsification of data/evidence**
- **Plagiarism:** reproducing in any work submitted for assessment or review (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source.

In following the University of Kent's regulations on plagiarism, Rambert School will also treat plagiarism as a strict liability offence and so does not require evidence of intent to commit plagiarism in order to determine that an offence has occurred. However, where it is determined that the act of plagiarism has occurred as a result of poor academic practice, it is open to the Chair of the School Academic Disciplinary Committee to interpret the matter as constituting a minor offence.

Lack of understanding about any academic offence listed above will not be considered acceptable grounds in response to an allegation of plagiarism or when appealing a penalty imposed under the academic discipline procedures.

The identification of plagiarism is an academic judgement, based on a comparison across the student's work in general, and/or on knowledge of the sources, of practice in the discipline and of expectations for professional conduct. The Chair of the School Academic Disciplinary Committee, or the Committee itself, may therefore determine that plagiarism has taken place even if the source has not been identified.

Non-Academic Misconduct Policy and Procedures

Rambert School seeks to maintain an environment which is safe and conducive for all members, whether students or staff, and which supports the wellbeing of all such individuals, as well as fostering the professional development of all trainees. We therefore expect all students to read and be familiar with the School Code of Behaviour & Student Code of Conduct, and the Non-Academic Misconduct Policy & Procedures, and maintain good conduct at all times whilst on School premises, or engaged in any course-related activities, including in external environments and outside performances.

Students must comply with instructions given by the School. The policy rules apply individually to all students and collectively (to any group) during and outside term-time, throughout the whole of your student registration at the School, and the School's jurisdiction under this policy and procedures is not limited to its own premises. This means if you engage in behaviour which falls under one or more of the definitions of misconduct as stated in the Non-Academic Misconduct Policy & Procedures, we may take action against you under this Policy even if your behaviour was not on School premises.

The policy sets out general definitions of non-academic misconduct, which includes the breach of any School code of conduct, and also gives examples. There is also a 'Table of Penalties' which may be given following a finding of minor or major misconduct. This information can be found in the policy itself and also in the Guide to the Non-Academic Misconduct Policy (see <https://www.rambertschool.org.uk/courses/policies-and-procedures/>).

The Non-Academic Misconduct Policy & Procedures covers disciplinary procedures for students that the School will follow in the event of alleged misconduct by a student. There is an informal process, and also formal procedures.

The formal non-academic misconduct procedures consist of the following stages:

Preliminary Enquiry	<p>This is the initial investigation stage of the formal procedures, where allegations of student misconduct are investigated by the Preliminary Enquiry Officer to ascertain whether any action is necessary, and if so, what action should be taken.</p> <p>The Preliminary Enquiry Officer can make a finding of minor misconduct and give a Category 1 penalty (see 'Table of Penalties' in the policy and Student Guide). The Officer will refer cases of alleged major misconduct to a Misconduct Panel, for a hearing.</p>
Misconduct Panel	<p>The Misconduct Panel holds a hearing for any case of alleged major misconduct that is referred to it by the Preliminary Enquiry Officer. Any student referred to a Hearing will normally be invited to attend the Hearing.</p>
Misconduct Appeals Panel	<p>All students whose case has been heard by the Misconduct Panel have the right of appeal against the decision and/or findings of the Misconduct Panel. There are specific grounds under which an appeal can be made. These are in Section 7 of the Non-Academic Misconduct Policy & Procedures.</p>

Emergency Powers of Exclusion and Suspension

In certain circumstances there may be a need to take urgent emergency action and exclude or suspend a student, for example where it is deemed they may pose a significant risk to themselves and/or other members of the School and potentially wider community. The School's Emergency Powers of Exclusion and Suspension are in place to facilitate this, and to provide a transparent, consistent and fair way of managing such emergency situations. The Powers belong to the Rambert School Chief Executive, Principal & Artistic Director, who is able to use them (or nominate a member of the School's Senior Management Team to instigate them) in the event of needing to take emergency action.

A list of examples of occasions where the emergency powers might need to be used is outlined below:

- A student is considered a danger to them self or others
- A student might have seriously breached the published School Code of Behaviour and Student Code of Conduct and/or any other applicable code of conduct (e.g. a code of conduct belonging to a placement provider)
- A student presenting with urgent critical 'support through studies' concerns (e.g. such that their health or other circumstance is preventing them from being fit to study)
- A student for whom a criminal charge is pending, or who is the subject of police investigation
- Where a previously undisclosed relevant criminal conviction comes to light
- A student who is the subject of an allegation of misconduct
- Where there is an identified need to protect the health and safety and/or property of the student and/or the School community

The above list is not exhaustive, and the emergency powers will only be used where good and/or urgent cause exists that means they need to be used. The policy can be found at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

Policy on Sexual Misconduct, Harassment and Related Behaviours

This policy covers sexual misconduct, harassment and related behaviours and provides reporting mechanisms and procedures for dealing with unacceptable behaviours.

A non-exhaustive list of some examples of sexual misconduct, harassment and related behaviours which would fall under the policy is provided below:

- a) Engaging in, or attempting to engage in sexual contact without consent;
- b) Sharing private sexual materials of another person without consent, including online/via social media;
- c) Kissing without consent;
- d) Wilfully touching inappropriately through clothes without consent;
- e) Inappropriately showing sexual organs to another person;
- f) Making unwanted remarks or noises (e.g. wolf-whistling) of a sexual nature;

- g) Inappropriate remarks about a person's appearance or dress;
- h) Controlling and coercive behaviours (e.g. behaviours that cause someone serious alarm, distress and/or pressure, which then has a substantial adverse effect on their usual day-to-day activities; 'emotionally blackmailing' an individual to stay in an intimate/friendship relationship; controlling clothing, food, friendship or other personal choices of another individual);
- i) Coercive demands for favours (including sexual favours), including offers or suggestions of sexual or non-sexual favours in order to further a career, including the suggestion that a refusal may hinder a career;
- j) Treating someone less favourably because they have submitted or refused to submit to any behaviour in the past, or
- k) Gaslighting (i.e. manipulating someone by psychological means, or seeking to sow seeds of doubt in a targeted individual or in members of a targeted group, making them question their own memory, perception, and/or sanity, using persistent denial, misdirection, contradiction, and lying);
- l) Grooming behaviours (for example, but not limited to: isolating someone so they are dependent academically and emotionally; buying someone presents or repeatedly insisting on paying for them to create a power imbalance; exploitation of a position of authority or of a power imbalance by an individual for their own advantage by coercing, manipulating or deceiving another person);
- m) Either directly or indirectly targeting an individual or a group of people because of their ethnic origin, colour, race, nationality, religion, sex, gender, disability, or other presentation or perceived presentation in a way that is intended or – regardless of intent – likely to intimidate or harm;
- n) Unwanted physical conduct, including touching, pinching, pushing, grabbing, brushing past someone, and more serious forms of physical or sexual assault;
- o) Repeatedly engaging in unwanted interaction, including online/via social media (to note, multiple or repeated incidents may be deemed by the School to be more serious than a single act);
- p) Continued suggestions for social activity after it has been made clear that such suggestions are unwelcome;
- q) Publishing any statement or other material without consent, whether online or in hard copy:
 - i. Purporting to originate from another person;
 - ii. Relating or purporting to relate to another person;
- r) Sending or displaying pornographic or other material that may reasonably be deemed offensive (including emails, text messages, video clips and images sent by mobile phone or any other device);
- s) Stalking another person, for example, following a person, watching or spying on them or forcing contact with the victim through any means, including social media;

- t) Monitoring another person's use of the internet, email or any other form of electronic communication;
- u) Interfering with the property of another person, including restricting their access to their own property.

This policy has a set of procedures designed to be supportive, flexible, and provide a range of options for anyone who has made a disclosure of having been raped, sexually assaulted, harassed in any way for whatever reason, or exposed to any of the types of behaviours described above (or similarly unacceptable behaviours). The policy contains definitions of 'sexual misconduct', 'harassment', 'related behaviours' and 'consent'.

Stage 1 of the procedures provides a process for you (or anyone) to make such a disclosure and receive support, and then for an 'early investigation' to take place to work out what might happen next. Next steps that might be taken include the option to progress a case through the School's Non-Academic Misconduct procedures (if the disclosure involves potentially unacceptable behaviour on the part of another student), to seek alternative resolution to allow all parties to try and find a way forward, or to merely seek support and not to progress the matter through any formal procedures.

If you make a disclosure about something that has happened to you that may fall within the scope of this policy, you will be offered support and consulted as much as possible about next steps and your wishes on how you wish to proceed (including whether you wish to take no action) will, as far as possible, be taken into account by the School in determining any next steps. The person looking after your case in this process is called the 'Early Investigation Officer'.

Notwithstanding this, the Early Investigation Officer will have to make a considered judgement about how to proceed and there may be occasions where they deem that there is an exceptionally high risk, which means action needs to be taken even though this might not be your preference.

You will be kept informed of the Early Investigation Officer's decision, and can also decide at any point that you wish to withdraw from a process, even where you have previously decided to pursue any of the procedures under this policy. If you withdraw from a process, the Early Investigation Officer will decide whether there is a need to continue pursuing the matter without your involvement.

In responding to a disclosure, the School must, of course, balance our duty of care to all parties concerned, including those about whom allegations have been received. This means that whilst every care will be taken to take account of the wishes of a complainant, ultimately the School will need to determine the most appropriate course of action that needs to be taken.

Personal Relationships Policy

Rambert School has a Personal Relationships Policy that covers the requirements and expectations of Rambert School regarding close personal and intimate relationships between staff and students, as well as between staff members.

'Personal relationships' are defined in Section 3 of the policy as follows:

- **Close personal relationships** – where there is a relationship with a relative, guardian, caregiver or close family/personal friend. Under this Policy, close personal relationships also include relationships where there is financial dependence.
- **Intimate relationships** – under this Policy, the School defines an intimate relationship is a consensual romantic/sexual relationship which goes beyond the bounds of a platonic or working relationship. An intimate relationship can last any amount of time, including one-off occurrences or brief isolated or recurrent periods.

Staff members hold a 'position of trust' and authority, and this means they have a responsibility to uphold this position and ensure it is not compromised. The policy is in place to ensure that students and staff are protected from allegations of actual or perceived conflicts of interest and to ensure the School has arrangements in place to prevent abuses of power from occurring. This helps to keep everyone safe.

Having this policy does not mean that people who are in a relationship cannot both be at the School, but it does mean that where this happens, the School has safeguards in place to manage the situation and ensure that nobody is compromised. The School recognises, for example, that relationships can exist before people join the School and that it is important to ensure that the right arrangements are in place to keep everyone safe and ensure your education can be delivered appropriately.

What it does mean is that staff must always disclose a new or pre-existing close personal or intimate relationship with a registered student or another staff member.

Students are not required to tell the School if they have a close personal or intimate relationship with a member of staff or another student, although you can do so if you choose.

If you think you want to share such information with the School (including if you are worried or concerned about another student), you can talk to the Head of Admissions, Registry & Student Support or the Academic Registrar & Head of Compliance in the first instance.

If the School receives such information, it will be reviewed to ensure that there are no conflicts of interest, that your education is not compromised or at risk of being compromised, and to identify whether the School needs to put anything in place to ensure all of this.

The following relationships are prohibited by the School:

- intimate relationships between School staff and students where students are under the age of 18 or are an adult at risk;
- inappropriate intimate relationships between School staff and any undergraduate student;
- intimate relationships between staff and students where there is direct supervision of the student by the member of staff.

Data Processing Statement

The Rambert School Data Processing Statement explains how and why the School will process your data. The statement has 'Schedules' that accompany it that set out the types of data that the School will process about you and the lawful basis for doing so. Both the statement and its schedules can be found on the School website at: <https://www.rambertschool.org.uk/courses/policies-and-procedures/>

Criminal Records Policy

Rambert School has a responsibility to provide a secure, safe environment for students, staff, visitors and other individuals, and must balance this alongside any legal requirements (such as those to protect vulnerable individuals). In line with this responsibility, the School has a criminal records policy which contains procedures for managing the disclosure of criminal records. This can be found at: <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

Unless you are expressly requested to do so because it is a requirement for the particular course of study, you should not disclose that you have a criminal record when applying to a course of study with the School. The relevant Course Summary document covering your course of higher education should indicate whether a DBS check is required for admission to the course, or whether it may be required if, for example, you wish to take a particular module.

The policy sets out the common approach and procedures that allow the School to assess any potential risk posed by an individual having a relevant criminal conviction, and determine what appropriate action (if any) might be needed.

Having a criminal record is not necessarily a bar to becoming or continuing as a student of the School. Any criminal convictions which are deemed "spent" under the terms of the Rehabilitation of Offenders Act 1974 will not be taken into account in any event, unless they are classified as "exceptions" under the terms of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) (the Order). Where such convictions are deemed "exceptions", they will never become spent.

In the event that as a registered student of Rambert School you are charged with and/or convicted of a criminal offence (including receiving a Police Caution, Reprimand or Final Warning), the School does not require you to disclose this. However, where such matters come to light (including if you choose to disclose this to the School, the School will determine whether any action is necessary, in accordance with its obligations and duty of care towards all members of its community.

If an applicant has undertaken an enhanced DBS check for a course requiring regulated activity, had an offer subsequently confirmed, and then is charged with or convicted of a criminal offence prior to formally registering as a student, the applicant must inform the School as soon as possible, as this may have a bearing on the individual's eligibility for the place (please see Table 1 in the Criminal Records Policy for further information, including the School's lawful basis and conditions for processing this data).

What is a relevant criminal conviction?

Rambert School follows the UCAS definitions of 'relevant criminal convictions'. For the purposes of this policy, relevant criminal offences include convictions, cautions, admonitions, reprimands, final warnings, bind over orders or similar, involving one or more of the following:

- Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm or offences which resulted in actual bodily harm;
- Sexual offences, including those listed in the Sex Offences Act 2003
- The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug-dealing or trafficking (drug offences only involving possession are not relevant offences);
- Offences involving firearms
- Offences involving arson
- Offences listed in the Terrorism Act 2006.

If you were convicted outside the United Kingdom for an offence listed above, this is also considered a relevant offence.

Student Protection Plan

Student Protection Plans set out what students can expect to happen should a course, campus, or institution close. The purpose of a plan is to ensure that students can continue and complete their studies, or can be compensated if this is not possible.

All higher education providers registered with the Office for Students (OfS) must have a student protection plan in place.

The Rambert School Student Protection Plan can be found at:

<https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

Refunds & Compensation Policy

The Refunds and Compensation Policy sets out the circumstances in which students would be eligible for refunds and/or compensation by Rambert School. This includes all kinds of refunds and compensation, whether or not these apply as a result of the Student Protection Plan.

The Rambert School Refunds & Compensation Policy can be found at:

<https://www.rambertschool.org.uk/courses/policies-and-procedures/>

SECTION 2

PREVENT Duty

The Government's [Prevent Strategy 2011](#) aims to stop people becoming terrorists or supporting terrorism. From 1 July 2015, UK law places a duty on Higher Education Providers to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty.

Rambert School has a PREVENT Strategy and a PREVENT Policy, both of which you can find here: <https://www.rambertschool.org.uk/courses/policies-and-procedures/>

Rambert School considers that work to protect vulnerable students and other individuals from violent extremism and the threat of radicalisation falls within the safeguarding arena and is no different to safeguarding individuals from a range of other forms of harm and abuse.

If you have any concerns that a person or their family may be at risk of radicalisation or involvement in terrorism, you should get in touch with the Head of Admissions, Registry & Student Support, or the Academic Registrar & Head of Compliance, who is the School's Prevent single point of contact and who will decide what action should be taken.

Inclusivity Policy and protocols

As part of the Conservatoire for Dance and Drama, Rambert School helped develop and signed up to the Conservatoire's Inclusivity Policy and Protocols addressing a range of subjects including: gender identity, tackling racial inequality, allyship and bystander intervention, sexual orientation, religion and belief, mental health and well-being, and disability.

These began being developed and implemented over the 2020-21 academic year. Rambert School is keeping the Inclusivity Policy and Protocols, and with our new Equality, Diversity and Inclusion Committee, we will work to review them and make any local adaptations that may be necessary. We may also develop additional protocols where we identify any need.

Rambert School Code of Behaviour & Student Code of Conduct

The Rambert School Code of Behaviour covers all members of our community, both students and staff. It encompasses the values of the School, and the positive behaviours and cultures that we wish to foster and sustain. Our Code of Behaviour is in line with practices that are starting to be embedded across theatres and allied institutions (e.g. [Equity Agenda for Change](#), [Royal Court Theatre Code of Behaviour](#), [BFI Set of Principles](#)).

The Rambert School Code of Behaviour underpins our Policy on Sexual Misconduct, Harassment and Related Behaviours, and, for students, also the Non-Academic Misconduct Policy. It sits alongside the School Student Code of Conduct.

The Rambert School Code of Behaviour & Student Code of Conduct is published on our website at: <https://www.rambertschool.org.uk/courses/policies-and-procedures/>

SECTION 3

Completion of Procedures and the Office of the Independent Adjudicator (OIAHE)

<http://www.oiahe.org.uk/about-us.aspx>

The Office of the Independent Adjudicator

From 2022-23 academic year onwards, Rambert School is a member of the Office of the Independent Adjudicator scheme. The Office of the Independent Adjudicator (known commonly as the OIA) is the ombudsman for student complaints in Higher Education. The OIA has a wide remit to consider complaints about an 'act or omission' by a member institution, brought by a student or former student, and promotes good practice for institutions in complaints and appeals. The OIA will not interfere with matters of academic judgment, nor does the OIA consider complaints about admissions, employment-related issues or matters that have been, or are being, considered by a court. Generally, a complainant must have first exhausted the member provider's internal processes before bringing a complaint to the OIA.

Completion of Procedures

In order to be eligible to take a case to the OIA, you must normally have exhausted the School's internal procedures. This is known as 'Completion of Procedures'.

The School will issue you with a **Completion of Procedures (CoP) letter** once the internal procedures under the following policies have been exhausted (However, you can request a Completion of Procedures Letter at any point where under these policies there are no further steps which you can take internally):

- **Student Complaints procedure** (for academic complaints brought under the University of Kent's Grievance procedure, or for complaints about a service provided by the University of Kent handled under the University's Student Complaints Procedure found at <https://www.kent.ac.uk/teaching/qa/collaborative/procedures/collabprocedures2.html#appealsandcomplaints>, the University will issue the CoP letter)
- **Non-Academic Misconduct Policy**
- **Support Through Studies policy**
- **Policy on Sexual Misconduct, Harassment and Related Behaviours**

Your CoP letter will contain the following information:

- A summary of the complaint or appeal you made;
- The title of the regulations/procedures which were applied;
- A summary of the issues considered at the final stage of the internal complaints procedures;
- The final decision taken by the provider;
- The reasons for that decision;
- Information about the role of the OIA.

Your CoP letter may, where applicable, also set out a summary of any issues which were raised but not pursued by you. This identifies those issues which have not completed the School's internal

procedures. You can contact the Academic Registrar & Head of Compliance via email you have any queries.

Once you have received a CoP letter from the School, you will have 12 months from the date of the letter in which to submit a complaint to the OIA, should you wish to do so. Details on how to make a complaint to the OIA can be found at the following link: <http://www.oiahe.org.uk/making-a-complaint-to-the-oia/oia-complaint-form.aspx>

If you do not escalate your complaint or appeal to the next or last stage in the relevant procedure, then you have not exhausted the internal processes and Rambert School will not automatically issue you with a CoP letter. However, in this event you may request a CoP Letter, in which case the School will either advise you that you are still in time to escalate your case, or will issue you with a CoP letter that explains you have not completed the internal processes but that you are now too late to do so and so there is no further internal avenue available. If you do not feel you meet the grounds to escalate your complaint or appeal to the next stage of the School's internal procedures, you can request a CoP letter from the School by contacting the Academic Registrar & Head of Compliance. In either of the above instances, the School will issue you with a CoP letter but we will need to explain in it that you have not exhausted the internal procedures and the reason(s) given.

The Office for Students (OfS)

<https://www.officeforstudents.org.uk/>

The Office for Students (commonly referred to as the OfS) is the regulatory body for Higher Education, which came into effect in 2018. Its responsibilities include:

- Establishing and maintaining a register of English higher education providers;
- Preparing and publishing a regulatory framework that includes initial and ongoing conditions of registration;
- Granting (and revoking) degree awarding powers and university title;
- Assessing the quality and standards of higher education provided by specified higher education providers;
- Monitoring financial sustainability of individual providers and reporting annually on patterns and trends in financial sustainability;
- Providing grants, loans and other payments to eligible higher education providers;
- Compiling and making available higher education information about providers and their courses and publishing this information;
- Providing information to the Secretary of State responsible for higher education.

The OfS advises that you should raise any complaints you have under your institution's procedures in the first instance (e.g. the Student Complaints Procedure, which can be found at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>) and subsequently with the OIA, should you wish to pursue the matter externally.

However, if you have a query or concern, wish to make a complaint, or whistleblow about a provider, the OfS can deal with the matter if it falls within its role as a regulator.

You can find more information on raising concerns and complaints with the Office for Students at the following link:

<https://www.officeforstudents.org.uk/contact/notifications-and-complaints/raising-concerns-and-complaints-with-the-ofs/>

The OfS does not cover individual student complaints, current or ongoing legal disputes, or student finance (if you are funded eg by the Student Loans Company, you should contact the funding body directly with any relevant queries).
