



**RAMBERT
SCHOOL**

**POSTGRADUATE
STUDENT HANDBOOK
2023 - 2024**

University of
Kent

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INTRODUCTION

RAMBERT SCHOOL OF BALLET & CONTEMPORARY DANCE

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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 almost 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. Since 2017 the School has embarked on delivering post-graduate courses, enhancing the provision to include professional level engagement.

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.

GENERAL SCHOOL INFORMATION

Founded in 1920, Rambert School has for over 100 years upheld an international reputation for delivering elite vocational dance training. Throughout the School's history the creative energy and spirit of its founder, Marie Rambert, have endured. Graduates' work is characterised by their individuality, creativity and artistic expression in addition to strong technical skills, and they can be found in all areas of the profession: as dancers, choreographers, teachers, academics and directors.

Rambert School entered the Higher Education (HE) sector in 2005, joining the Conservatoire for Dance and Drama (CDD) and validating the Foundation Degree and BA (Hons) courses in Ballet and Contemporary Dance with the University of Kent. Arguably the equal emphasis upon training in these two genres 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 programme has been developed to promote broader life skills, such as critical thinking and the ability to research independently.

On the year of our centenary a new MA course designed for professional practitioners who wish to engage in dance research and develop their scholarly skills was launched. This MA course is designed for established practitioners (Dancers, Rehearsal Directors, Choreographers, Artistic Directors, Teachers in conservatoires) who have a keen interest to interrogate their practice from within and contextualise it within the broader dance scholarship and industry.

SUMMARY OF COURSES OFFERED BY SCHOOL (2023-24 academic year)

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

MA Dance Research for Professional Practitioners

Part-Time Course

The MA Dance Research for Professional Practitioners aims to develop a body of informed practitioners within mainstream dance companies and vocational schools, alongside a body of potential practitioner-researchers who have worked within that sector. The course is designed to apply Practice Led Enquiry as a principal mode of investigation, whilst incorporating the application of established research in such a way as to integrate, enhance and advance the students current embodied practices/experience as professional practitioners.

The practice of dancers, teachers, and other related modes of dance practice is at the heart of this course, which aims to guide students in deepening their understanding of their discipline and advance professional knowledge, with rigorous research processes that address the practical, artistic, cultural, social and political implications of dance in the sector.

The course's focus on **Practice-led Enquiry** within dance and cognate practices will allow students to place practice and/or career aims at the heart of the enquiry, and draw out embodied, implicit and procedural knowledge, whilst at the same time developing rigorous critical and analytic skill. By engaging in this process their tacit knowledge will become more explicit and shareable.

The course will facilitate the development and deepening of insights and understanding of dance as a practice and a cultural phenomenon, with the aim of advancing the development of **Reflexive Practice** as a desirable skill in professionals working in elite dance companies and schools, and as a means of enhancing practice in the mainstream sector. Through the interplay between practice interrogation and more traditional forms of research, students will be able to make valuable connections within their field, leading to transformation of their knowledge boundaries.

Graduates of this course will develop skills in **Practice-Led Enquiry** processes, which will lead to:

- the development of confidence in their own scholarly voice as practitioners/researchers
- the understanding of the modes of sharing within dance practice
- the development and enhancement of the ability to identify and interpret implicit meanings embedded in their practice
- the ability to undertake varied research and development processes as well as critical analysis of both personal work and that of others
- the identification and communication of relevant evidence and ideas of and about dance in the 21st century across a range of dance practices, and a range of specialist and non-specialist audiences
- the advancement of the students expert embodied understanding of dance that will enhance critique in the production of original work, develop new ways of working **in their chosen area of practice**
- generate valuable insights and knowledge for the benefit of dance, the arts and society.

The course aims to offer a bespoke scholarly opportunity within a professional context that is tailored to the student's individual practice in dance. It is designed to embrace a wide range of research interests within the dance profession (e.g. dancer, rehearsal director, lecturer/teacher, community practitioner, dance maker).

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 and research and knowledge exchange, 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, students are supported to go beyond what they currently know, to embrace risk and develop the physical, research, creative and reflective skills needed to enhance and amplify their individual artistic voice. We cultivate deep-rooted connections with the dance industry, high calibre practitioners and international conservatoires, as well as dance scholars in order 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. We foster a creative, supportive, nurturing environment. We aim to be actively anti-discriminatory and anti-racist and strive for the amplification of marginalised voices in the dance industry.

SCHOOL ETHOS/VALUES

Rambert School graduates are acknowledged creative, open-minded, expressive, powerful and versatile dance artists 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 or from professional to dance scholar.

In the dance profession today, the boundaries are increasingly blurred between genres and styles and artistic practices. 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 scholarly expression.

Beyond these things, though hard to articulate, lies the so-called 'Rambert Spirit.' Handed down through generations of dancers and dance artists, 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 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, research, 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 policies and processes and in the individuality and uniqueness evident in the students who choose to come here. We continually strive to ensure that barriers to training and studying 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.

Equity 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 equity 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 Equity & Diversity Statement, along with other relevant information.

STAFF LIST

Name	Areas of Responsibility	Contact this person for....
<p>Amanda Britton <i>Chief Executive & Principal and Artistic Director</i></p>	<p>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.</p>	<p>Feedback & advice on technique, stagecraft, career etc.; Information on course content, artistic projects, e.g., guest choreographers; Authorisation for absences.</p>
<p>Darren Ellis <i>Deputy Principal & Technique Teacher</i></p>	<p>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.</p>	<p>Feedback & advice on technique, stagecraft, career etc.; Information on timetable; Authorisation for absences; School performances and rehearsals.</p>
<p>Phaedra Petsilas <i>Head of Studies</i></p>	<p>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; Lead for research activities at the School; Line managing markers and lecturers.</p>	<p>Feedback & advice on critical studies and academic work; Advice & guidance on learning resources and learning support; Questions regarding assessment methods & course specifications; Student representation.</p>

Name	Areas of Responsibility	Contact this person for....
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.
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 International Development Coordinator</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.

Name	Areas of Responsibility	Contact this person for....
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; Teaching on the MA in Dance Research for Professional Practitioners and the MA Professional Dance Performance.	Feedback & advice on technique, stagecraft, career etc.
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; 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.	Advice & guidance on learning resources and learning support
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-native 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.

Name	Areas of Responsibility	Contact this person for....
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 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.	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;

Name	Areas of Responsibility	Contact this person for....
	General admin support for wider admin & teaching staff; Assist with school performances and special events.	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.
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; Equity, 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 equity, diversity and inclusion work, ideas and School strategy/projects; Student complaints and other student casework queries.

Name	Areas of Responsibility	Contact this person for....
<p>Judy Bowden <i>Head of Admissions, Registry & Student Support</i></p>	<p>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.</p>	<p>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 book 1:1 support sessions; bursaries and scholarships.</p>
<p>Emma Watson <i>Admissions & Registry Assistant.</i></p>	<p>Administrative support to the Head of Admissions, Registry & Student Support.</p>	<p>To report absences; Information regarding reports; Report change to data, e.g. change of address.</p>
<p>Citi Cheshire <i>Head of Participation, Outreach & Widening Participation</i></p>	<p>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.</p>	<p>Access & Participation Plan; Information regarding Participation, Outreach & WP Activities such as ASPIRE, workshops delivered outside of the School, classes etc.</p>
<p>Rimi Solloway <i>WP Research & Evaluation Analyst</i></p>	<p>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 equity, diversity and inclusion statistics.</p>	

Name	Areas of Responsibility	Contact this person for....
<p>Heidi Spicer <i>Performances & Events Manager</i></p>	<p>Programming School events; Managing logistics for School events and performances (internal & external).</p>	<p>Information and tickets for school shows & events; To submit information for programmes for schools shows & events.</p>
<p>Galina Wilkinson <i>Head of Development & Communications</i></p>	<p>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.</p>	<p>To get involved in school fundraising and development activities.</p>
<p>Sophia Melvin <i>Head of Marketing</i></p>	<p>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.</p>	<p>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.</p>
<p>Holly Wakefield <i>Marketing & Development Officer</i></p>	<p>Officer-level support for the Head of Communications & Development, Head of Marketing and Head of Participation, Outreach and WP.</p>	

Name	Areas of Responsibility	Contact this person for....
<p>Gary Trow <i>Head of Technical Theatre & Production</i></p>	<p>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; Manages and run all required live streams, e.g., filming and streaming of performances, events, workshops, lectures, and classes, as required.</p>	<p>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; For copies of video footage of assessments or shows.</p>
<p>Henry Green <i>Facilities Manager</i></p>	<p>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.</p>	<p>Help with facilities, IT systems, equipment in the theatre; To report general facilities matters, e.g., low stocks in the bathrooms, breakages, floods</p>
<p>Pete Dunleavy and Wayne Needham <i>Security Guards / Caretakers</i></p>	<p>Evening and weekend security cover; General caretaking duties, e.g. replenishing bathroom stocks, cleaning up spillages, clearing / tidying studios; Locking and unlocking the building.</p>	<p>To report any issues with facilities / studios; To access studios if they are locked.</p>

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

firstname.surname@rambertschool.org.uk

ALUMNI

Rambert School has a much-valued relationship with our graduates and we are proud to continuously work with alumni. Please visit: [Alumni – Rambert School](#) to find out more about Rambert School Alumni.

TIMETABLING

THE ACADEMIC YEAR

The MA Dance Research for Professional Practitioners assumes 1800 notional learning and teaching hours with average contact time of 15-40 hours per module (dependent on the credit value of each module - refer to individual module specifications to determine precise number of hours per module). This mode of delivery also requires a strong commitment by the student and the motivation to conduct independent and self-directed study, and to engage in advanced reflective practice within their given discipline and professional context.

Study on the course embraces the current or recent working practice of the student. Students on this course will ideally have accrued professional experience in their field of dance (or cognate) practice of at least 3 years. This course has a directed focus on professional practice, where the student's working experiences within the sector are the basis for their individual Practice Led Enquiry and research.

TERM DATES 2023/24

MA Dance Research for Professional Practitioners Year 1 Cohort (2023 entry)

Course Starts:

YEAR 1: Monday 16th October 2023 – INDUCTION

YEAR 2: Monday 21st October 2024

Term ends: Friday 15th December 2023

Spring Term dates: Tuesday 9th January 2024 – Thursday 28th March 2024

Summer Term dates: Tuesday 16th April 2024 – Friday 12th July 2024

MA Dance Research for Professional Practitioners Y2 Cohort (2022 entry)

Course Starts: Monday 16th October 2023 - INDUCTION

Term ends: Friday 15th December 2023

Spring Term dates: Tuesday 9th January 2024 – Thursday 28th March 2024

Summer Term dates: Tuesday 16th April 2024 – Friday 12th July 2024

Dissertation Submission: September 2024

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.

TIMETABLE

First Year Schedule is shared with students during induction. There is a combination of scheduled contact time and independent research. A bespoke timetable is negotiated during the first 3 months of the course and complemented with a Personal Programme Learning Agreement which is compiled in collaboration with the student.

How timetable works and what happens in the event of changes

The timetable is delivered primarily online via zoom. All sessions are compulsory, and they are recorded and uploaded to TEAMS (Course Folder).

The timetable will include a minimum of one full day per month alongside the mentorship/tutorials of approximately 12 hours per academic year. Guided research and reading groups will also be timetabled and there will be intensives throughout the academic year.

Please note that timetables are subject to change. Students are informed of any changes via a message on Office 365 Teams.

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 School Terms and Conditions for further information.

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

FACILITIES

THE STUDIOS – RAMBERT SCHOOL

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](#).

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

Accessing studio space at Rambert School is done via e-mail to info@rambertschool.org.uk

THE SCHOOL 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. 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 COMMON ROOM

The School has a large common room for use by all students, which contains fridge/freezer, 4 microwaves, toaster, sofas, eating area, pool table and TV for students use.

Further break out spaces with comfortable seating can be found around the school and in the school grounds.

SCHOOL OPENING HOURS

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

SCHOOL 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 usually taxis at Richmond Station. Alternatively, take a mainline train to St Margaret's Station and 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.

SCHOOL ACCESSABILITY

Most of our studio space at ground floor level. 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.

THE SCHOOL LIBRARY

Library Contact: Tamsin.corrigan@rambertschool.org.uk

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. These include JStor, Taylor and Francis and open access resources.

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.

It is expected that all written work is typed using formatting recommended in Research Methodology and Academic 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.

SCHOOL 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 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. Our expectation is that you check Teams and your emails on a regular basis.

Social space

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

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](#).

GENERAL COURSE INFORMATION AND DOCUMENTATION

POSTGRADUATE COURSE – DETAILS

The teaching and learning strategy for this course is grounded in the belief that postgraduate education in dance for practising professionals is as concerned with soft skills (such as critical thinking, creative problem solving, teamwork, and communication), as it is with the acquisition or deepening of knowledge about a single discipline. Adopting this position leads to the use of teaching and learning methods that increase students' abilities to: study independently; identify, interpret and critique concepts; identify appropriate theories to complement conceptual underpinnings of embodied practices; develop the ability not only to operate as a practitioner but also to think as an expert with the ability to produce original insights and valuable knowledge for the benefit of the development of the arts in society as a whole and its concomitant social capital; and engage in continuous learning in their professional contexts.

In this course the Practice-Led Enquiry undertaken by each student simultaneously teaches students how to undertake research in dance whilst formulating the student's own area of research. Attention to writing and articulating ideas is embedded in the all-research modules. The ability to articulate areas of enquiry is developed and honed in the research-led modules as part of the reflective practice through revisiting, writing up and auditing reflections of the practice as the research progresses. Through these processes, students will develop the writing and thinking skills needed for advanced Practice-Led Enquiry. This degree also provides opportunities to students who wish to advance their writing skills when articulating their analyses of their ideas about their research and practice, both verbally and visually in lecture-demonstrations. Inclusivity and access are at the heart of the teaching/learning and assessment strategies with remote learning and online provision available at all stages of the course. To these ends a flexible Mixed Teaching and Learning model will be used. This will include:

- Interactive/collaborative teaching and assessment strategies.
- Self-directed learning through reflective practice and independent research.
- Peer learning, through discussions and active participation with peers.

- Lectures and seminars which invite speakers to ask challenging questions as they deliver their presentation to facilitate deeper deliberation on the content of the seminar/lecture.

Seminars and guided workshops led by tutors and students which are designed to experiment with a variety of research strategies and cross-disciplinary understandings. Seminars will entail research methodology and contextual framework sessions suitable for post-graduate study that will facilitate the development of critical thinking and research skills.

- Research Intensives (3-10 day workshops) focusing on project-led development of practice-led research strategies to accommodate the fact that often in innovative Practice Led Enquiry projects appropriate research strategies need to be developed in situ. Intensives may also take the form of week-long or weekend cluster of sessions on a particular module.

- Student-led research seminars and workshops: Workshops will include Practice Research experimentation, development of original ideas in a studio environment, sharing of Practice Research work (with Critique).

- Open discussion groups.

- One-to-one mentoring: mentoring will be provided to each individual on the basis of their current professional engagement (Dancer, Teacher, Rehearsal Director etc) and this will include working with the student in situ and developing practice.

- Online delivery – all sessions on this course will be recorded and available and some will be streamed to allow for remote engagement with this MA course.

- Teaching, Learning and Assessment strategies will be focused according to the specific professional practice of the individual students and promote inclusivity with regards to the specific practice (performance, education, directing) and dependent on any potential learning needs. Proactive adjustments dependent on individual needs of learners will be implemented in order to ensure parity of experience.

- A Personal Programme Learning Agreement (PPLA) will be negotiated with each student on the basis of their research and practice led enquiry interests and include

mutually agreed project outcomes and links to the specific module learning outcomes. This will facilitate student agency and identify the focus of the individual learner's aims in undertaking this course.

The following table provides a quick reference to the modules on this course:

Stage 1				
Compulsory Modules				
Module Code	Module Title	Level	Credits	When module takes place
RSPG4	Thinking Dance Through its Practice	7	25	Yr 1
RSPG6	Activating and Documenting Research Experiments in Dance	7	40	Yr 1
RSPG7	Reflective Practice in Action	7	35	Yr 1
RSPG8	Advanced Research Enquiry	7	20	Y1 & Yr 2
Stage 2				
Compulsory Modules				
RSPG9	Dissertation	7	60	Yr 2

BESPOKE ASSESSMENT STRATEGIES

Due to the nature of the delivery of the course students will be engaging in a variety of methods to frame and focus their research. Each module serves as different opportunity to advance their learning, writing, and execution of their research as a dance practitioner. Consequently, the method of assessment allows for a range of platforms.

Working with their mentor and lecturers the students will be advised of a range of formats, including:

- Written Assignment
- Reflective Journal
- Verbal Presentation
- Video/media Presentation
- Live Performance
- Choreographic Process Reflection
- Viva

In addition to formal assessment of essays, research projects, written work and portfolios, assessment strategies will include:

- peer-assessment
- self-assessment and critique
- collaborative (student/lecturer) assessment

Assessment methods will also include:

- short research experiments (practical or theoretical),
- reflective reports,
- professional portfolios,
- essays,
- presentations,
- lecture demonstrations,
- teaching/rehearsal demonstrations

READING LIST – MA Dance Research for Professional Practitioners

- Adair, C and Burt, R. eds (2016) *British Dance, Black Routes* London, Routledge
- Adshead-Lansdale, J. (ed.) (2009) *Dancing Texts: Intertextuality in Interpretation*. 3rd edn. London: Dance Horizons.
- Barrett, Estelle & Bolt, Barbara (2010) *Practice as Research: Approaches to Creative Arts Enquiry*, London, I.B. Tauris.
- Bläsing, B, M. Puttke, & T. Schack (eds.), (2010) *The Neurocognition of Dance: Mind, Movement and Motor Skills*. New York: Psychology Press.
- Burt, R. (2007) *The Male Dancer: Bodies, Spectacle, Sexualities*. 2nd edn. London: Routledge.
- Cooper Albright, A. (1997) *Choreographing Difference*. Hanover, NH: Wesleyan University Press.
- De Spain, Kent (2014) *Landscape of the Now: A Topography of Movement Improvisation* Oxford: Oxford University Press
- Diehl, Ingo & Lampert, Friederike (eds.) (2011) *Dance Techniques 2010 — Tanzplan Germany* Berlin: Verlag
- Elam, K. (2002) *The Semiotics of Theatre and Drama*. 2nd edn. London: Routledge Publishing.
- Ellis, S. Blades, H., & Charlotte Waelde , eds. (*A World of Muscle, Bone and Organ: Research and Scholarship in Dance*, Pub C-DaRE at Coventry University Access on: <https://www.coventry.ac.uk/research/about-us/research-news/2018/c-dare-e-book/>)
- Foster, S. L. (1987) *Reading Dancing: Bodies and Subjects in Contemporary American Dance*. Berkeley: University of California Press.
- Foster, S.L. (2010) *Choreographing Empathy: Kinesthesia in Performance*. London: Taylor & Francis.
- Gehm, S., Husemann, P. & von Wilke, K., eds., (2007) *Knowledge in Motion: Perspectives on Artistic and Scientific Research in Dance*. Transcript: Verlag

- Hannula, M., Suoranta, J., & Vaden, T. (2005). *Artistic Research - Theories, Methods and Practices*. Academy of Fine Arts, Helsinki, Finland. Retrieved from https://www.researchgate.net/publication/284546307_New_Materialisms_and_Performance_Studies
- Howard, V.A. (2008) *Charm and Speed: Virtuosity in the Performing Arts* New York: Peter Lang,
- Jordan, S. (ed.) (2001) *Preservation Politics: Dance Revived, Reconstructed, Remade* London: Dance Books, .
- Klein, G., & Noeth, S. (eds.), (2011). *Emerging bodies: The Performance of Worldmaking in Dance and Choreography*. New York: Columbia University Press
- Kowal, Rebekah J. , Gerald Siegmund, Randy Martin (2017) *The Oxford Handbook of Dance and Politics*, Oxford, Oxford University Press
- Laermans, R., *Moving Together: Making and Theorizing Contemporary Dance* (2015) Amsterdam: Valiz
- McFee, G. (2011) *The Philosophical Aesthetics of Dance: Identity, Performance and Understanding*. London: Dance Books.
- McFee, Graham, (2018) *Dance and the Philosophy of Action: A framework for the Aesthetics of Dance*. Alton, Hants: Dance Books
- Mills, Dana (2016) *Dance and politics: Moving beyond boundaries*, Manchester, : Manchester University Press
- Nelson, R. (2013) *Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances* Basingstoke, Palgrave Macmillan
- Naccarato, Teoma (2018) *Artistic Practice-As-Research: A Genealogical Account* in Ellis, S. Blades, H., & Charlotte Waelde , eds. (*A World of Muscle, Bone and Organ: Research and Scholarship in Dance*, Pub C-DaRE at Coventry University Access on: <https://www.coventry.ac.uk/research/about-us/research-news/2018/c-dare-e-book/>

Panagiotara, Betina, (2018) Working on Research: An Insight into Methodological Approaches *Choros International Dance Journal* vol. 7 pp. 21–31

Reynolds, Dee and Matthew Reason. (2012). *Kinesthetic Empathy in Creative and Cultural Practices*. Chicago: University of Chicago Press.

Shay, Anthony and Sellers-Young, Barbara (Eds.) (2016) *The Oxford Handbook of Dance and Ethnicity* Oxford: Oxford University Press

Sheets-Johnstone, M. (2009) *The Corporeal Turn: An Interdisciplinary Reader*. Exeter, UK: Imprint Academic.

Sörgel, S. (2015) *Dance and the Body in Western Theatre: 1948 to the Present* Basingstoke: Palgrave Macmillan

Simon, Gail and Chard, Alex (eds.) (2014) *Systemic Enquiry Innovations in Reflective Practice Research* Farnhill: Everything is Connected Press.

Silverman, D (2000) *Doing Qualitative research: A Practical Handbook* Thousand Oaks CA; London: SAGE

Thomas, H. (2003) *Cultural Bodies: Ethnography and Theory* Chichester, UK, Wiley-Blackwell

Trimington, M (2002) 'A Methodology for Practice as Research' *Studies in Theatre and Performance* 22 (1) pp. 54-60

Zwozdiak-Myers, P. (2009). *An analysis of the concept reflective practice and an investigation into the development of student teachers' reflective practice within the context of action research*. Brunel University. Retrieved from <https://core.ac.uk/download/pdf/336785.pdf>

Journals:

- Journal of Dance Education
- Journal of Dance and Somatic Practices
- Research in Dance Education
- Choreographic Practices: Vols 1 (2011) to 7 (2016)
- Dance Research
- Dance Theatre Journal: Vols 1 (1984) to Vol 25
- Choreographic Practices (2013)

ATTENDANCE POLICY

Students must participate actively in their studies, including meeting their Course 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 studies or training of other students.

For the **MA Dance Research for Professional Practitioners** we expect 100% attendance as per all our Rambert School courses. The part-time nature of the course means that the meeting points and lectures throughout each year are really important in terms of learning, sharing ideas and discussing research. **Autonomous learning** is at the core of this degree, therefore a personal schedule or plan alongside the lecture schedule is important. **Compulsory attendance** of at least 75% of the timetabled sessions is needed to pass each stage of the course. **Sessions can be defined as:** Lectures, seminars, research forums and discussions, tutorials, mentoring sessions. **Mentoring sessions** are pre-arranged and it is the student's responsibility to ensure availability.

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 on a working day either on placement or in the School, such as being unwell or late you must notify the relevant member of staff as soon as possible. This would be the MA Course Manager or the Head of Studies when engaging in academic or school-based activities.

For more details of circumstances that count as excused, how absence affects your grades and the full Attendance Policy please refer to the Postgraduate Academic Handbook, which will be made available to you when you start at the School and held on TEAMS.

WORKING WITH OTHERS

GUEST TEACHERS/MENTORS

Guest lecturers and scholars, as well as choreographers regularly work with students broadening their experience and contributing to their future employability. A range of supervisors and mentors will be employed by the school to support the bespoke research interests of the MA Dance Research for Professional Practitioners students along their journey. The School's Working With Others Policy & Handbook, which can be found at <https://www.rambertschool.org.uk/courses/policies-and-procedures/> underpins and sets out our approaches to how we manage academic activities involving working with individuals and/or organisations that are external to the School.

RESEARCH ETHICS

Post-graduate study depends heavily on research on the MA Dance Research for Professional Practitioners. Students may potentially work in collaborative environments. This means that there will be times where students will be conducting research within their workplace, or within a wider professional context and therefore they must consider the ethical implications of their study. Research Ethics guidelines will be available on TEAMS and research will need to be negotiated with course mentors and the MA Course Manager.

HEALTH AND SAFETY

First Aid: There are First Aid Kits located outside every studio, in the staff room and in the Admin Office. Grace Campbell, Emma Berg, Becca Vase, Pete Dunleavy, Darren Ellis, Kio Tomiyama, Paul Liburd, Galina Wilkinson, Phaedra Petsilas, Heidi Spicer, Citi Cheshire, Wayne Needham are all qualified in First Aid.

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 comprehensive copy of the fire procedure in the student common room.

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, what follows on a second occurrence might include 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 & library, 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.

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.

STUDENT PROGRESSION

Potential progression routes involve:

- Choreography
- Academia
- Further study (PhD/MPhil)
- Artistic Management
- Arts Leadership
- Teaching
- Wider Arts engagement and practice

STUDENT ENGAGEMENT AND RESPONSIBILITIES

It is our aim to provide you with a range of learning experiences, all of which will contribute to your development as a dance artist/practitioner. It is also our aim to support you in becoming a self-motivated independent learner capable of directing your own study and training.

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 the stages of your Postgraduate programme.

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.
- Meet assessment deadlines, including attendance requirements.

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 dance artist/practitioner.

PERSONAL PROGRAMME LEARNING AGREEMENT EXAMPLE

Personal Programme Learning Agreement
MA in Dance Research for Professional Practitioners
<i>This agreement is designed to provide you with an outline plan of action for your first year of research. This will help you to keep on track and schedule the progression of your independent research study.</i>
Note:
<ul style="list-style-type: none"> • <i>Whilst some research projects might allow for an initial progressive 12-month plan of action, others (e.g. experimental creative projects) might</i>

<i>need the results of a preliminary research project to identify areas for subsequent research activity.</i>	
Student Name*	
Year*	
Mentor*	
Description of Main Research Enquiry (e.g. Aims/Context/ Disciplinary framework/s)	
Indicative Research Question/s or concerns	
Proposed Research Methodology/ies	<i>e.g. Exploratory Research; Creative Research; Applied Research; Theoretical Research</i>
Proposed Form/s of Output	<i>e.g. Practical/Presentation/written report/essay</i>
Preliminary Bibliography	
Initial Bibliography (inc. artistic works/videos, etc)	<i>Insert Bibliography here</i>

Assessment Process		
<i>Continuous Assessment</i> Proposed Schedule for submission of progress reports/work in progress	<i>e.g. monthly/6-week intervals</i>	
<i>Final Submission</i> Portfolio/Presentation	<i>Date:</i>	
<i>Signed Student:</i>		<i>Date:</i>
<i>Signed Mentor:</i>		<i>Date:</i>
<i>Signed Course Leader/Manager:</i>		<i>Date:</i>

SCHOOL CONDUCT

Student code of conduct

Rambert School promotes a healthy lifestyle, team work and creativity, whilst actively engaging students in the study of dance so they develop as effective and independent learners. Students need to behave in a professional and consistent manner at all times at Rambert School and on any organised trips.

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/>

SCHOOL 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 this and 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 and there are students under the age of 18 on all courses.

- 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 video recordings will not be available for any use other than formal assessment by MA examiners and teachers and self-learning by the MA students.

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 relating to your MA course.

- 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 POLICY

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.

guidelines in the IT Policy 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 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 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 Board, which is the School's most high-level body covering academic affairs. Student Representation is also required on other School committees, such as the Equity and Diversity Committee.

If you have feedback which you think affects a number of students, you may want to raise the issue with one of the student representatives nominated 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 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.

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 3/4 roles focusing on diversity and inclusivity in terms of culture, race, gender, disability, neurodiversity. These advocates sit in the student representation committee and attend formal board meetings of the Academic Quality & Standards Board, the academic governance body of the School. They also advocate on issues of inclusivity across the school community.

Student Staff Consultative Committee

Student representatives ('Student Reps') sit on the Student Staff Liaison Committee (SSLC). This meets at least once a term, is minuted and actions are noted. Progress of actions will be considered at the following meeting. The course 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 actions/matters arising from the Annual Report on Quality & Compliance. Student Representatives are 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

STUDENT LIFE

On your arrival at the school

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

TRANSITION, INDUCTION AND ENROLMENT

Pre-induction information and requirements

Students are emailed all information required prior to induction. These may include:

- Pre-induction reading
- Schedules
- Term-Dates
- Module Guides
- Handbooks
- Reading Lists

What to expect from induction

Students should expect induction to provide all necessary information required as to the function of the School, the course timetable, some initial seminars on research methodologies

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. Registration is completed online for MA Dance Research for Professional Practitioners.

STUDENT SUPPORT

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.

The School supports student welfare in a number of different ways. For example, the Head of Admissions, Registry & Student Support can help you with practical problems, such as money, accommodation or health and pastoral support as required.

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

Academic support

Head of Studies, Phaedra Petsilas, can offer academic support as required, which also includes study labs and group drop in sessions.

Learning Resources and Academic Support co-ordinator, Tamsin Corrigan, can offer research and academic support (Working Days: Thursday and Friday 9am to 5pm)

Safeguarding Policy

<https://www.rambertschool.org.uk/wp-content/uploads/2022/07/Safeguarding-Policy.pdf>

Equity & Diversity

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 equity 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 is committed to widening access and recruits the most talented students whatever their backgrounds.

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 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

Disordered Eating

Rambert School is not responsible for diagnosing or treating self-harm cases or individuals with eating disorders. 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.

Self-harming and/ or disordered eating is 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 suspicions 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 with regards their continued inclusion in activities.

SpLD and Disability support

Information about the support available for 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.

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. MA Dance Research for Professional Practitioners students have access to this provision if needed in relation to their course.

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 a 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.

Alternative assessment arrangements

Rambert School has a legal and moral obligation to identify barriers that a disabled student might face in their education 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 needs to 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. 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.

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.

POLICIES & 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 Rambert School) 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:

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