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Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

MA Professional Dance Performance

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Rambert School of Ballet & Contemporary Dance
3. School responsible for management of the programme	School of Arts
4. Teaching Site	Rambert School, Twickenham (Placement Activity will normally take place at: Rambert Dance Company, London's South Bank)
5. Mode of Delivery	Full-time (15 months)
6. KentVision Academic Model	
7. Programme accredited by	N/A
8. a) Final Award	MA
8. b) Alternative Exit Awards	PG Diploma in Professional Dance Performance PG Certificate in Professional Dance Performance
9. Programme	Professional Dance Performance
10. UCAS Code (or other code)	N/A
11. Credits/ECTS value	180 Credits/90 ECTS
12. Study Level	Level 7
13. Relevant QAA subject benchmarking group(s)	Dance, Drama and Performance
14. Date of creation/revision (<i>note that dates are necessary for version control</i>)	Created 2016/revision October 2017/ Revised January 2019
15. Intended Start Date of Delivery of this Programme	July 2018

16. Educational Aims of the Programme

The programme aims to:

- provide an exceptional level of dance technical training and creative development within the professional environment of a nationally recognised dance company

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- enable students to investigate and develop their own distinctive strengths and qualities as professional dance artists through placement activity in a professional context
- enable students to achieve and sustain working practices at a level commensurate with the expected norms and standards of the dance profession
- prepare exceptional and informed professional performers and promote substantial individual artistic and personal growth
- provide an excellent quality of higher education
- provide teaching informed by professional practice, research and scholarship
- meet the lifelong needs of a range of students, offering appropriate support for students from a diverse range of backgrounds
- prepare students for employment, increasing and broadening the opportunities available to them upon graduation

17 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Dance, Drama and Performance

A. Practical and Professional Skills:

- A1 The technical, creative, and interpretive skills required to perform within a top professional touring dance repertory company **(SB.7.12.ii)**
- A2. Strategies to move beyond set material within choreography and to demonstrate an in-depth and personalised exploration of the movement **(SB.7.13.iii)**
- A3. The reflective, analytical and sophisticated creative approaches expected of dance professionals **(SB.7.12.i)**
- A4 The skills required to plan, facilitate, deliver and evaluate projects that apply dance expertise in education, community or other socially engaged settings **(SB.7.12.v)**
- A5. The implications of dance and dance research in the broader context of the arts, culture and society **(SB.7.14.ii)**
- A6. The place of legacy and different dance traditions in current and future practices **(SB.7.13.iv)**

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Teaching and Learning Methods

The programme is modelled on the work schedule of a professional dance company, with the addition of a degree of theoretical study and contextualisation which will be integrated, wherever possible, into all of the modules so as to embed the dialogue between the embodiment and conceptualisation of performance concepts in the curriculum.

Through lectures, seminars and independent research students examine contemporary dance performance practice and the aesthetic, artistic, creative and cultural values informing the ways in which dances are made and performed.

The placement activity with Rambert (Company) is structured around a professional company experience ('Rambert2'). As a unique part of this placement activity, where possible, students take classes alongside the main company of Rambert. They participate in the creation and

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rehearsal of Rambert2 repertory working with leading professional choreographers. This is followed by further placement activity comprising a tour performing across the UK during which they experience the challenges of a professional performance schedule.

Teaching and learning methods include a combination of teacher-directed, student-centred and independent learning and will involve a carefully composed mix of taught classes/lectures and placement activity, both of which will incorporate participatory learning, including student-led seminars, alongside independent and co-operative learning, and private study. The aim will be to embed student-centred learning into all classes and sessions (e.g. technique classes; lectures, involving a combination of private study and group discussion; devising rehearsal sessions involving direct learning and active student contributions). Teaching modes will variously take the form of:

- Taught technique classes in ballet and a range of contemporary dance styles;
- Participation in rehearsals with professional choreographers;
- Directed and independent learning in both physical and theoretical studies;
- Practical workshops (e.g. improvisation/writing etc.);
- Performances;
- Tutor-guided discussion sessions;
- Lectures and Intensive study days;
- Individual/group seminars;
- Complementary Pilates/Somatic study
- Private study.

Strategies

As the integration of practice and critical thinking is a key aim of this programme, Teaching and Learning strategies will integrate technical training, creative and performance processes with formal and informal investigations involving the study of historical, artistic, socio-political and/or cultural understandings that impact on students' practical studies. Students will encounter in all modules strategies that facilitate the integration of embodied and critical understanding of dance and dancing.

Throughout the programme they will be introduced to, and required to implement, principles and procedures involved in advanced reflective practice, which incorporate a range of research strategies appropriate to practical scholarship, and the means of communicating to others insights gained from first-person experience as dancers in performance.

In addition, students will be introduced to educational strategies to facilitate the communication of dance as an art form to others. They will work alongside experienced amateurs employed by Rambert's Learning and Participation Departments. Students will be expected to devise and develop dance workshops based upon the dance works in their repertory, and communicate the artistic values and themes they embody through physical and other means. The workshops will be delivered to young people from a diverse range of backgrounds and at different stages of their education at Rambert School's community and children's classes in educational settings, and assessed *in situ*.

Assessment methods

Formative, continuous, and summative assessments will be undertaken by the School throughout the programme. Formative and continuous assessment will enable staff to track students' progress in the various fields of endeavour embedded in the programme.

Continuous assessment will entail tutor observation and evaluation of progress throughout the year, accompanied by regular feedback to the student as and when required.

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Formative assessment will take the form of assessments of interim submissions where relevant (e.g. essays and student-led seminars), and termly Student Progress Reports in practical modules accompanied by discussion with the student.

Students will receive formative feedback throughout the module via tutorials and in-class individual or whole-group feedback. Students should use this feedback to empower them to improve the summative mark they will receive for Continuous Assessment at the end of the module.

Summative assessment will include formal assessment of summative submissions in all modules. Summative assessments will be undertaken by two examiners from Rambert School's Faculty, with final marks agreed by consensus. If, on rare occasions, a grade cannot be agreed upon by the first and second marker or the moderator, and after the internal process has been completed there continues to be disagreement, the views of the External Examiner (appointed by the University of Kent) will be sought.

B. Intellectual Skills:

- B1. Critical evaluation of new information, concepts and evidence from a range of sources, and development of creative responses. **(SB.7.13.iv)**
- B2. Communication of concepts and issues relevant to the discipline using a wide range of modes of expression and communication **(SB.7.13.iii./ SB.7.11.vi.)**
- B3. The ability to undertake independent and effective research, planning, management and execution of practice-based research projects **(S.B.7.11.i, SB.7.11.iii.)**
- B4. Development of methodologies and strategies that synthesise embodied and critical/theoretical understandings of dance as a practice, and the utilisation of these in the development of skill in a range of styles of performance, creative work and academic writing. **(SB.7.13.x.)**
- B5. Application of knowledge, practices, concepts and skills gleaned from other artistic disciplines and modes of discourse to students' practice **(SB.7.13.x.)**

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Teaching and Learning Strategies will include:

Formal lectures, Student-led seminars; intensive study days; group discussions; workshops (e.g. on integrating embodied modes of understanding and writing); individual tutorials; Reflective Journals.

The provision of a catalogue of relevant written and audio-visual materials to provide access to the contextualisation of materials presented in practice-based modules.

Research Seminar Series presented by internal and external speakers.

Dissertation Seminar Series.

Assessment Methods and Strategies

Formative, Continuous and Summative Assessment of a) contributions to seminars and group discussions in the Research/Contextualisation and Dissertation modules and b) Formative and Summative Submissions.

- Formative Assessment will be through one essay or seminar presentation and evaluation of reflective journal
- Continuous Assessment (to evaluate the development of understanding of the interplay of embodied and critical/theoretical knowledge) will take place in seminar presentations, group discussions, and tutorials

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- Summative Assessment will be through a) Research Proposal for Dissertation and b) the Dissertation submission.

C. Subject-specific Skills:

- C1. In-depth knowledge and advanced professional level of technical expertise in the performance of a range of dance styles **(SB.7.13.i.)**
- C2. The ability to refine expressive and interpretive skills and use of these to communicate artistic intention through performance **(SB.7.13.i.)**
- C3. The ability to apply knowledge and skills gained through embodied and other forms of research in a broad range of class, rehearsal, creative and performance activities **(SB.7.13.iv.)**
- C4. Understanding and mastery of the range of processes by which dance performances are created, realised, produced and presented **(SB.17.13.ii.)**
- C5. Understanding of the cultural framework that surround dance works and performances, and utilisation of that understanding in their contribution to the rehearsal and devising and performance process **(SB 7.13.v.)**
- C6. The ability to engage in critical reflection and interrogation of new information and concepts in relation to students' practice as performers, and use of this to deepen interpretive skills. **(SB.7.13.iii)**
- C7. Understanding of the responsibilities of performance practitioners to enact and facilitate safe and ethical working practices **(SB.7.13.xii)**

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Teaching and Learning

Students will begin each day with a ballet or contemporary dance technique class taught by either the Rehearsal Director or a guest teacher. These techniques will be supplemented by classes in other dance forms when appropriate. Students will also take class regularly with Rambert company dancers when touring schedules permit.

Students will also engage in daily creation and rehearsal periods, during which they will work intensively with leading choreographers and with the Rehearsal Director on the process of creating new choreographic works or contributing to the revival of existing works. New work will be made specifically for each cohort to allow the students' individual performance styles to be utilised by choreographers as part of their creative process. Students will be expected to participate fully in, and contribute to, the choreographic devising process.

During the annual tour students will have the opportunity to perform in professional settings, and with the main Rambert Company.

Assessment Methods and Strategies

Methods

Formative, continuous, and summative assessments will be undertaken in all practical modules, including both in the School and on placement at Rambert Company..

Formative and Continuous Assessment will include:

- Continuous assessment of performance in, and approach and contribution to technique class, the rehearsal process and professional practice, contribution to discussion groups;
- Formative assessment will include assessment of Reflective Practice Journals;
- Summative assessments will include assessment classes in both ballet and contemporary dance technique, and assessment of public performances *in situ*.

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Strategies

Formative and Continuous Assessment will be undertaken by individual technique and module tutors and the Programme Director as a means of tracking the students' progress in performative modules.

Summative Assessment

Assessment classes will be led by professional guest tutors and marked by the Rehearsal Director and the Academic Lead for the MA Programme, with additional feedback from Rambert Company's Artistic Director, Rehearsal Directors, and guest choreographers where possible. Assessed classes will be recorded on video to assist in the finalisation of grades and negotiation, should there be disagreements between examiners.

Assessment classes and performances will be marked by two examiners and moderated by a third. Marks will be agreed by consensus and moderated by the MA Programme Director and/or Rehearsal Director to ensure parity. Oversight of marking processes will be held by Rambert School who also organise and run the Examination Board (Interim and Final). External Examiner(s) will be invited to attend an assessment class, and will be expected to attend at least one assessed performance for sampling purposes.

Assessment performances will be recorded on video to assist in the finalisation of grades.

If, on rare occasions, a grade cannot be agreed upon by the first and second marker or the moderator for technique assessment class, and after the internal process has been completed there continues to be disagreement, the views of the External Examiner (appointed by the University of Kent) will be sought.

D. Transferable Skills:

- D1. Development of analytical, critical, creative and interpretive skills appropriate to postgraduate level understanding **(SB.7.14.i)**
- D2. Dealing with and addressing complex issues and making informed judgements with the available research and data **(SB.7.14.vi)**
- D3. Practicing significant autonomy in defining and achieving personal goals and/or group outcomes **(SB.7.14.iv)**
- D4. Initiating, self-directing and maintaining independent approaches to students' own learning in a number of contexts, including that of professional development **(SB.7.11.i)**
- D5. Accepting responsibility in decision-making processes when under supervision, undertaking delegated work, collaborative work and/or working independently **(SB.7.11.ix)**
- D6. Understanding group dynamics to enable students to operate collaboratively within creative and professional contexts and to generate and pursue shared goals **(SB.7.11.iv)**
- D7. Considering, acknowledging and respecting diverse opinions and the social, cultural and ideological positions from which they arise **(SB.7.14.ii)**
- D8. Developing intelligent and creative engagement with the requirements of performance in social, educational and other participatory settings **(SB.7.12.v)**

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

The Teaching and Learning Methods Outlined in Sections A, B and C above are applicable to transferable skills (Section D). Assessment methods for transferable skills are incorporated into the Summative Assessment (Dissertation submission), and Formative and Continuous Assessment processes outlined above

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For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

18 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over 15 months full-time.

The programme is divided into two stages. Stage 1 comprises modules to a total of 120 credits and Stage 2 comprises a 60 credit dissertation module. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes, placement activity, and all private study and research). Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of a master's degree students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 120 credits, but excluding the dissertation, will be eligible for the award of postgraduate diploma.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of Postgraduate Diploma in Professional Dance Performance. Students' transition from Stage 1 to Stage 2 must be approved by the progression board before the commencement of Stage 2.

Students successfully completing 60 credits of Stage 1 of the programme and meeting credit framework requirements will be eligible for the award of Postgraduate Certificate in Professional Dance Performance.

All modules are compulsory, and thus are core to the programme and must be taken by all students studying the programme.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

At postgraduate level the 'Summer Term' may extend into the beginning of the standard summer vacation period. Where this is the case, it is indicated in the table below. If students require specific details before commencing on the programme they should contact the MA Programme Director for information.

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
	RSPG1	Dance Technique for Elite Dance Professionals (Placement module)	7	20	1,2 & 3*
	RSPG2	Creation, Rehearsal and Performance (Placement module)	7	60	1,2 & 3*

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	RSPG3	Professional Practice in Educational Contexts	7	15	2 & 3*
	RSPG4	Thinking Dance Through Its Practice	7	25	2
Stage 2					
Compulsory Modules					
	RSPG5	Dissertation	7	60	3* & 4

*indicates module commences before the progression board

19 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a professional training placement as part of this programme of study, a representative of the School will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

This programme is centred on a work-based learning element on placement at Rambert Company. Student Support is provided by Rambert School.

Work-based learning on placement takes place in the following modules: RSPG1 Dance Technique for Elite Professionals and RSPG2 Creation, Rehearsal and Performance (placement module) (which together comprise a total of 80 credits, 40 ECTS.) Placement activity will normally take place at the Rambert Company studios on London's South Bank.

Each student is supported on placement by the School's MA Programme team, specifically, the MA Programme Director (who is also Rambert School's Principal and Artistic Director, who visits students frequently during placement), by the Rehearsal Director, and by the Academic Lead for the MA (Rambert School's Head of Studies). Pastoral support is provided by Rambert School's Head of Admission, Registry and Student Support through the online student system 'Teams.' The Rehearsal Director is the key point of contact for the students whilst on placement, maintaining contact with Rambert School at all times. The Academic Lead has overall responsibility for the assessment of students on the programme, including whilst they are on placement with Rambert Company.

Students have tutorials at least once each term to support the teaching, learning and assessment process. They are also given opportunities to communicate and to feedback on their experiences through staff-student meetings and informal focus groups.

20 Support for Students and their Learning

- School induction programme
- Programme/module handbooks
- Guest lecturers and tutors
- Head of Student Support (Pastoral support)
- Screening Treatment, Rehabilitation Unit (physical support, advice and injury rehab)
- Individualised supplementary training including body conditioning and Pilates
- Physiotherapist

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- Counselling
- English Language support
- 1-1 support for students with Specific Learning Difficulties
- Library and IT facilities
- Group and individual tutorials
- Academic support
- 1-1 feedback
- Careers advice and guidance
- Professional standard dance studios and fully-equipped theatre

21 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

21.1 Entry Route

For current information, please refer to the University prospectus

- Applicants for the programme must be graduates of three-year dance training programmes delivered in the University or Conservatoire sector at level 6.
- Applicants not holding one of these entry qualifications may apply for entry by demonstrating their relevant experience via a portfolio.
- All applicants must audition in order to be considered for entry onto the programme
- Applicants reaching final stage of selection process should submit a critical reflective written report of 1500 words, or alternative
- ESOL applicants must have an average 6.5 in IELTS test, minimum 6.0 in reading and writing to enrol on the programme
- Students may be admitted to the programme with advanced standing in line with the University's standard APECL requirements. Such cases are subject to prior approval by the University of Kent according to its APECL process, see <https://www.kent.ac.uk/teaching/documents/quality-assurance/codes/taught/pdf/copt-annexr-appendix-a.pdf>
- The Dissertation module (RSPG5) takes place over terms 3 & 4 rendering the MA a 15 month period of study. Therefore international students will require Tier 4 visas for a period of 15 months.
- Rambert School of Ballet and Contemporary Dance welcomes applications from all sections of the community regardless of ethnicity, age, gender, religion or disability. Students are encouraged to disclose any impairment or condition (for example, dyslexia, mental health, a physical, sensory impairment) at the earliest opportunity.

21.2 What does this programme have to offer?

Many dance companies today look to employ dancers with prior experience: this programme will offer students professionally recognised experience through placement activity, working with recognised choreographers and within a professional training environment of a top UK contemporary dance company. Additionally, a year of training at postgraduate level offers students further time to mature creatively, artistically, psychologically and professionally, thus enhancing employability.

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Students on this programme will engage in reflective practice throughout and will be active partners in the learning process, drawing on a variety of creative and research methods in order to enhance their practice.

Many European dance companies (e.g. NDT2, Junior Ballet de Genève, Junior Ballet de Marseilles) exist to provide advanced professional opportunities for the postgraduate market. There is no such Junior Company attached to a repertory company in the UK: 'Rambert 2' with its close relationship to Rambert (dance company), will be the UK's first postgraduate dance programme to take on this role explicitly.

By working in collaboration Rambert School and Company are able to provide an exceptional level and breadth of teaching and performance opportunities, plus learning/ enhancement of professional research skills, all informed by both practice and research from the forefront of the dance profession. At this level students will discover how to work beyond their perceived limits of technical ability (and endurance), while deepening their own creative and interpretative style and developing a sense of artistic ownership of the work they will perform and/or create.

Simultaneously students will develop the ability to reflect upon their studio-based and performance placement practice through both embodied research and academic study by undertaking systematic analyses of a number of different styles and contexts of dance performance from a critical and a first-person perspective. Enquiry which centres upon the interpretive and stylistic aspects of dance performance from the performer's perspective will enable students to synthesise theory and practice as they dance, and consider issues such as the role of the performer in theatre dance; how a dance survives over time; questions of identity in performance works; the socio-political content of current and past dance works; and the growing impact of popular culture on dance in the 21st century.

The programme has the potential to form a foundation at Rambert School for a research culture focusing on the experiential, interpretive and stylistic aspects of dance performance from the perspective of the performing artists themselves. In doing so this will develop the growing research culture not only at Rambert School but also within the Conservatoire for Dance and Drama and Rambert Company.

Learning to deliver dance workshops for inexperienced/non-dancers is a correspondingly invaluable skill for performers at this level of training. Outreach workshops have long been used by dance companies to encourage a wider audience to understand dance performances through physical participation, with most dancers expected to teach workshops as a routine part of their professional life. Rambert (Company) has a long-established Learning and Participation department, which will offer postgraduate students the opportunity to learn from skilled practitioners (e.g. dance animateurs) at Rambert School and, through the placement opportunities offered by the programme, the Learning and Participation Department of Rambert Company by studying and participating in their teaching practices and workshop planning and delivery. This will additionally enhance the students' future employability.

21.3 Personal Profile

On entry the student will be able to demonstrate:

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- Excellent skills in both classical ballet and contemporary technique, showing an already developed strong physical embodiment of the movement material through a considered and intelligent approach
- A developing critical awareness of their strengths and weaknesses
- An open and inquisitive approach and a commitment to work beyond their comfort zone
- A desire to develop versatility as performer
- A desire to extend their understanding of dance as a performing art and the way that impacts on performance

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Peer observation
- Student module evaluations and student feedback
- External Examiners' reports and the School's responses
- Internal moderation processes
- Employer feedback
- Staff- student liaison committee (termly minuted meetings)
- Programme team meetings
- Rambert School Academic Board
- Rambert School Board of Examiners
- CDD Academic Board
- CDD Learning, Teaching and Quality Assurance Committee
- Annual Appraisals for all staff

22.2 Committees with responsibility for monitoring and evaluating quality and standards

- Board of Examiners
- Rambert School Academic Board
- Rambert School Senior Management Team
- CDD Academic Board
- CDD Learning, Teaching and Quality Assurance Committee
- Staff/Student Liaison Committee

22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations
- Postgraduate Student Representation System (School, Faculty and Institutional level)

22.4 Staff Development priorities include:

- Annual Appraisals
- Termly staff training days
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Annual CDD Staff Conference

23 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of periodic programme review (2012)
- Annual programme and module monitoring reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- QAA Higher Education Review 2015

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for Dance, Drama and Performance (2015)
- Rambert School and CDD Learning, Teaching and Assessment Strategy and associated Action Plans
- Rambert School Strategic Plan and Mission Statement
- Staff research activities

24 Inclusive Programme Design

Rambert School of Ballet recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

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	Stage 1				Stage 2
	Module 1 RSPG1	Module 2 RSPG2	Module 3 RSPG3	Module 4 RSPG4	Module 5 RSPG5
Learning Outcomes					
A: Knowledge and Understanding					
A1	X	X			X
A2		X			X
A3	X	X	X	X	X
A4			X		X
A5		X	X	X	X
A6	X	X		X	X
B: Intellectual Skills:					
B1	X	X	X	X	X
B2		X	X	X	X
B3				X	X
B4	X	X	X	X	X
B5	X	X	X	X	X
C: Subject-Specific Skills					
C1	X	X			X
C2	X	X	X		X
C3		X			X
C4		X	X	X	X

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C5	X	X	X	X		X
C6	X	X	X	X		X
C7	X	X	X			X
D: Transferable Skills						
D1	X	X		X		X
D2		X	X	X		X
D3		X	X	X		X
D4	X	X	X	X		X
D5		X	X	X		X
D6		X	X	X		X
D7	X	X	X	X		X
D8			X			X