



Student Handbook 2022-23

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PART A: Welcome, Introduction and General School Information

Part A, Section 1

INTRODUCTION

School contact details:

Northern School of Contemporary Dance
98 Chapeltown Road
Leeds
LS7 4BH
T: 0113 219 3000
F: 0113 219 3030
E: info@nscd.ac.uk

Website: www.nscd.ac.uk
Facebook: <https://www.facebook.com/northernschool>
Twitter: <https://twitter.com/northernschool>
YouTube: <https://www.youtube.com/user/NorthernSchool>
Instagram: https://www.instagram.com/northern_school/

About NSCD

Founded by pioneer dance educationist Nadine Senior, Northern School of Contemporary Dance (NSCD) has been delivering specialist conservatoire-level education and training for over 30 years to UK, European and International students. We offer Cert HE, Undergraduate and Masters level courses in Contemporary Dance, in an intimate, supportive and creative learning environment.

Postgraduate pathways are VERVE, our touring postgraduate company, the Postgraduate Apprenticeship Scheme placing students in professional companies including Watson Dance Projects and MA Dance & Creative Enterprise. Northern School also runs the Postgraduate Diploma in Arts Learning & Teaching in Higher Education.

Our courses focus on nurturing resourceful and versatile individual dance artists with highly tuned technical, creative and performance skills. NSCD is committed to widening access and recruits the most talented students whatever their backgrounds.

Based close to the centre of vibrant, student-friendly Leeds, NSCD's home is a unique architectural site encompassing two Grade II listed buildings. One of these is our atmospheric Riley Theatre where students both study and perform.

Our courses are significantly different to most university courses. Comparably, our contact hours are high and you benefit from working with guest teachers and choreographers, who are established dance artists/practitioners. Our facilities are of professional standard and our employment rates meet stringent government targets.

NSCD 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.

Broad description of training

A range of teaching methods is employed for different learning outcomes and contexts and the knowledge is acquired through a number of routes.

The following methods are used:

- Daily technique class, group and coaching in smaller groups
- Practical workshops (Repertoire and choreography)
- Seminar focused on prescribed reading or learning assignment
- Video screenings and analysis
- Visits to theatre or other performance events
- Rehearsal and performance with professional practitioners
- Professional placements
- Independent research and presentation on set projects (small group or individual)
- Lectures and tutorials
- Specific training is given in audition technique, in key health and safety issues, and exercise courses.

Summary of courses offered at NSCD

Cert HE Contemporary Dance
Cert HE Cultural Dance Forms
BA (Hons) Dance (Contemporary)
MA Contemporary Dance Performance (VERVE)
MA Contemporary Dance Performance (Postgraduate Placement Scheme)
MA Dance & Creative Enterprise
MA Dance Teaching & Facilitating
Postgraduate Diploma Arts Learning & Teaching in Higher Education

Our Vision and Values

Vision: A world leading centre for dance education and development.

Mission: To provide an inspirational learning experience, from first contact through into the profession, enabling aspiring dance artists, and dance professionals, regardless of background, to shape the future of dance.

We value:

- a) The transforming power of dance and arts education, to uplift, inspire, stimulate our emotions and help us create a tolerant and cohesive society.
- b) Inclusive learning and collaboration in a spirit of mutual respect and generosity.
- c) Curiosity, self-reflection and open-mindedness

- d) Creative risk taking, innovation and investment in on-going artist and art form development
- e) Aspiration, self-motivation and dedication in striving for excellence
- f) Diversity - our differences as well as the things that we have in common, and that diversity inspires creativity and enriches our lives
- g) Our relationship to local, regional, national and international communities and the wider dance ecology
- h) The nurturing and investment that leads to independence and resilience
- i) Using resources in a way that is responsible and environmentally sustainable

Validating Bodies

University of Kent (Undergraduate and Postgraduate courses)

The University of Kent validates the Cert HE, undergraduate and postgraduate courses delivered at NSCD. Currently NSCD does not have the ability to award degrees but we are working towards this for the future.

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 an undergraduate or postgraduate course at NSCD a student will receive an award from the University of Kent and will be invited to attend graduation at Rochester Cathedral, usually the following November.

All undergraduate and postgraduate students at NSCD are subject to the regulations of the University of Kent, and NSCD ensures that its assessment procedures are in line with Kent's regulations. This handbook and its appendices contain a number of links to Kent's policies and other information available to students on their website. We recommend that all students familiarise themselves with these regulations, as well as the appeals and complaints procedures all students can access to through the University. This information is available via the University of Kent website:

University of Kent regulations: <https://www.kent.ac.uk/teaching/qa/regulations/index.html>

Equality of Opportunity

Encouraging diversity and promoting equality in the staff and student bodies is at the heart of NSCD's values. NSCD is working towards the achievement of equality of opportunity in all its practices.

NSCD is committed to the promotion of an equal opportunities policy by not discriminating against individuals on the basis of race, colour, ethnic or national origins, culture, gender or gender reassignment, marital or civil

partnership status, disability, class, sexual orientation, age, pregnancy and maternity, trade union activities and political or religious beliefs or religion.

The primary purpose in producing this policy is to ensure that no employee, job applicant or student receives any less favourable treatment because of reasons listed above.

All procedures relating to employment and educational provision for those whom the School serves will be continually reviewed to ensure that all decisions about individuals are made on the basis of relevant merits and abilities. All members of staff and students will be considered on their merits and viewed as objectively as possible. This will include recruitment, selection, promotion and the provision of training opportunities for staff and students.

In addition, NSCD aims to ensure that no potential or actual employee or students receives less favourable treatment on the grounds of being HIV positive or having an AIDS-related illness.

NSCD will not tolerate discrimination, harassment or bullying. It strives to create a working atmosphere in which all employees, casual workers and students are treated with respect and dignity. NSCD will also not tolerate discrimination against either staff or fellow students on the grounds of race, religion, sexual orientation, disability or nationality. In addition, religious belief will not be used to justify discriminatory behaviour and instances of this nature will be dealt with under schools' disciplinary procedures. More information is provided in our "Religion and Belief Equality" policy which is available on request.

Responsibility for this policy lies with the Vice Principal. The Vice Principal will have the responsibility to ensure that this policy is continually monitored and developed and that the terms of the policy are steadfastly applied.

Any employee, student or job applicant who believes they have been inequitably treated may write to the Vice Principal, who will investigate the complaint and seek an appropriate resolution. No member of staff or student will be penalised for raising legitimate concerns.

Part A, Section 2

STAFF ROLES - ACADEMIC & PROFESSIONAL

All staff biographies can be found on our website

[Staff - Northern School of Contemporary Dance
\(www.nscd.ac.uk\)](http://www.nscd.ac.uk)

Contact information and staff availability can be found on our Virtual Learning Environment (VLE - NSCD Moodle). Simply click on the module title and **see staff contact information**

Part A, Section 3

Timetabling

The Academic Year

The School year is divided into three terms; the Autumn Term (up until the Christmas break), the Spring Term (up to the Easter break) and the Summer Term (lasting until the Summer break). There are Directed Learning week breaks in either week 6 or week 7 of each term. There is an additional study period for MA students throughout July and August.

Term dates

The term dates are available on our website: [Students & Staff - Northern School of Contemporary Dance](http://www.nscd.ac.uk)

Indicative timetable

Students on the Cert HE course have on average 18 hours contact time per week. Students on the undergraduate and postgraduate courses have on average 30 hours contact time.

Where to find the timetable

Students should consult the timetable each day to check individual timetables. The timetable is web-based and can be accessed here: <https://nscd.asimut.net/public/login.php?url=%2Fpublic%2F>

Explanation of how the timetable works and what happens in the event of changes

The timetabling/room booking system is available to staff and students. It is a real time system and is the first point of reference. Students can access the system from any computer or mobile device.

We try to make as few changes as possible, however sometimes we do need to make some changes to accommodate guest artists or make space for opportunities which benefit the students e.g. workshops. Changes are communicated through email and are made on the timetable system.

Part A, Section 4

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 or regulatory body (such as the Office for Students), a validating university, and/or professional body.

Please see the School Terms and Conditions for further information: <https://www.nscd.ac.uk/policies-and-procedures/>

NSCD is committed to providing information about its courses that is accurate and comprehensive so that you can make the right decisions about where, and what, to study. However, this information is finalised many months before you register at the School and embark on your chosen course of study, and on occasion the School may need to make some changes in the interim or after you have started your studies. In making such changes the School is driven by the need to maintain the quality and reputation of its courses, always taking into account the interests of applicants and students. Changes are only implemented after appropriate scrutiny has taken place and formal approval processes have been followed.

Changes to course content

One of the strengths of the School is that teaching is research-informed. Experts in your chosen field of study will ensure that important developments in the field are incorporated into the curriculum. Material that is no longer believed to be current may be replaced. In some fields such changes will happen more quickly than in others. There may also be changes to the way your course is delivered which are informed by research and development on student learning (pedagogy).

Staff Changes

Unanticipated staffing changes may sometimes lead to changes in the content and availability of modules, for example where it is not possible to replicate specialist knowledge.

Changes to marketing, publicity and website material

Every effort has been made to ensure the accuracy of the information contained within the prospectus, website, fact files and other marketing information, but it is subject to alteration. The School will use all reasonable endeavours to deliver courses in accordance with the descriptions set out in the marketed materials. The School, however, reserves the right to make variations to the content or methods of delivery of courses, to discontinue courses and to merge or combine courses, if such action is

reasonably considered to be necessary by the School. If the School discontinues any course, it will use reasonable endeavours to provide a suitable alternative course.

Course suspension or closure during recruitment cycle

On very rare occasions the School may be unable to deliver a course for which offers have already been made. Should this happen, you will be contacted with a full explanation of the circumstances and you will be offered help and advice in finding an appropriate alternative course of study.

Part A, Section 5

FACILITIES AND RESOURCES

NSCD occupies an architecturally unique site incorporating a Grade II listed former Synagogue; a sympathetic mixture of old and new, at the heart of which is the Riley Theatre.

Eight dance studios

Our studios contain fully sprung floors, pianos and percussion instruments for live accompaniment, ballet barrès and integrated video and audio replay equipment. The studio allocation includes the theatre, providing daily opportunities for students to develop their stagecraft and performance skills in a theatre setting.

Riley Theatre

NSCD's very own performance venue is situated at the heart of the NSCD building, is a bespoke stage and intimate seating, perfect for contemporary dance performances. We host a varied and inspiring course of exciting shows from visiting professional companies to current student work, with the aim of fostering creative talent and nurturing professional dance development.

Students are entitled to discounted entry to Riley Theatre and enjoy a wide-ranging performance course featuring visiting professionals, fellow students and regional community groups.

Lighting Studio

An intimate space used for stagecraft practice, rehearsals and performances. The lighting studio is an alternative performance space for installations, informal sharings, video and multimedia work, as well as being an ideal space to learn about the technical aspects of theatre such as lighting, sound and stage management.

The Library

Incorporating a collection of 14,500+ items, a helpdesk and student computers, our library provides all the reference and research materials needed to support students during their studies. The library has two full-time dedicated staff members who are available to support students throughout the week, in addition the service is open in the evenings and at weekends during term time. The library also provides a range of online resources that can be accessed remotely. NSCD Library provides a range of print & electronic resources aimed at graduate & post graduate students – books, journals (online & print), online databases & audio-visual resources.

For more information on the Library and services available visit: <https://www.nscd.ac.uk/library/>

Online Facilities and Resources

Moodle is a Virtual Learning Environment (VLE) providing a central space on the web where students and staff can access a set of tools and resources to support the course, it can be accessed at any time and from anywhere.

Moodle creates facilities for digital content, assessment, collaboration (through discussion forums and feedback loops) and communication tools (announcements, events calendar and alerts). Access and communication is supported through the downloadable Moodle App.

Video and Sound Editing Suite

Video cameras, iMacs and industry standard software are available for the students to facilitate the creation of digital work.

Wellbeing Suite

We have two wellbeing rooms for student wellbeing and counselling appointments, as well as a quiet space available to students when required.

Changing Rooms, Toilets and Wash Facilities

Male and female changing for daily classes can be found on each floor of the building. These facilities encompass changing, toilets and showering facilities. Male and female guest artist and staff changing facilities (with toilets and changing) can be found downstairs at the front of the building and behind studio 2 (both with easy access to the theatre). Male and female toilets can be found in the entrance to Riley theatre and near studio and there is a gender neutral changing facility on the ground floor near the Riley Theatre.

Accessible services

All floors are accessible via the lifts at the front entrance and near studio 3 of the building. The theatre is accessible through the front entrance. All doors are widened for wheelchair access. The Theatre is accessible for audience members with disabilities.

Tutorial spaces

We have three bookable meeting rooms for academic and pastoral tutorials. These can also be booked by students for small group work and meetings.

Formal lecture spaces

All studios have the facility for some embedded theory to take place with projection facilities and computer link up facilities. More traditional formal lectures are usually delivered in the seminar room (on the first floor), the meeting room (on the first floor) or in large groups in the Riley Theatre.

Storage

All students have access to their own locker to store clothing and bags. Shoe racks are available outside of each studio for storage of footwear whilst students are in class.

Gym

Students have access to a fully resourced gymnasium housed next to studio 8. The gym has machines for aerobic and cardio-vascular work, gym mats and other resources which support Pilates and other

complimentary practices.

The Courtyard

On fine weather days students have full access from the foyer and café to the courtyard with seating in pleasant surroundings with flower borders. They also spend lunchtimes and after school hours in the green spaces in the park opposite.

Student Café with Social Area (Café, Box Office and Foyer)

The main function of our café is to cater for the students and staff of the school. The foyer area provides a welcoming and comfortable area to relax and socialise during well-earned breaks between classes; like the living room of a big family house. Further break out spaces with tables and chairs can be found in the foyer of the theatre area, upstairs landing of the theatre area, the balcony of the theatre and the quiet zone near studio 8. Students may at times of need also seek quiet refuge in the well-being room upstairs or in the carpeted area by studio 8.

Lost Property

It is inevitable that belongings will occasionally go missing; unfortunately, NSCD cannot be liable for the loss or damage of any belongings. Any items, which have been left around the building, will be taken to a secure cupboard in Studio 8. In order to retrieve any lost items, you can arrange to reclaim these with the students who run the wardrobe, at a time the wardrobe is open. If the item you have lost is valuable, check that it has handed into Student Services or Reception.

Lockers

Each student is allocated their own locker for their personal use throughout each academic year at NSCD. Students are asked to use their locker to store personal belongings, particularly during class times, as these are not allowed to be taken into the studios.

Lockers should be emptied and keys handed back to Student Services at the end of a student's course. If a student loses their locker key we can arrange for a replacement but there will be a small charge.

Opening Hours

Monday	8.00am – 9.00pm
Tuesday	8.00am – 9.00pm
Wednesday	8.00am – 9.00pm
Thursday	8.00am – 9.00pm
Friday	8.00am – 9.00pm
Saturday	9.30am – 5.00pm
Sunday	9.30am – 3.00pm

Parking & Transport Links

NSCD is easily accessible from Leeds City Centre either on foot or by bus or taxi.

Getting to us:

For further information see <http://www.nscd.ac.uk/contact-us/getting-here/>

By Car:

NSCD is approximately five minutes drive from Leeds City Centre, just beyond the Sheepscar Interchange. The NSCD car park is for staff and visitors only; there is plenty of free on-street parking in the streets surrounding the school.

By Bus:

Regular services 2, 3, 3A, 48; from the city centre towards Chapeltown; the bus stop is directly outside NSCD.

Student Studio Bookings Procedure

The procedure as detailed may vary due to Covid-19 and the cleaning protocols we have put in place.

Students should book space online via Asimut the timetable system. Available times Weekdays: (Monday – Friday) 9.00am – 9.00pm

Students can book up to 3 hours of studio time (studios 2-8). Although there is no facility to book studios outside of the 9am-9pm time slot, studios are generally prepared for use by 8am and it is possible to make use of this morning slots. It is also possible to make use of studios during breaks and lunchtimes as long as there is an awareness of the needs of students and staff that are already in the space, coaching, cooling down or warming up.

Weekends: (Saturday) 9.30am – 4.30pm, (Sunday) 9.30am – 3.00pm • Students can book up to 2 hours of studio time (studios 2-8) • Students can book up to 1 hour in the theatre as part of the 2 hours total allowance but have to check with Mark Baker that it is available.

Accessibility

All floors are accessible via the lifts at the front entrance and near studio 3 of the building. The theatre is accessible through the front entrance. All doors are widened for wheelchair access. The Theatre is accessible for audience members with disabilities.

Online Facilities & Resources**VLE / MOODLE**

The School Virtual Learning Environment (VLE) is known as Moodle. It contains a large amount of useful information about your course and is invaluable in supporting you in your learning. This electronic environment provides information on your course provision (for example, it hosts the electronic copy of this handbook), access to library electronic resources and material to support you in your studies. .

From day one of your studies you should begin to familiarise yourself with Moodle. Introductory sessions will run during the induction period and your tutors will demonstrate its use in supporting your learning in different modules. Moodle provides a simple and easy way to access a huge range of material, from policies and forms to course material and resources. Tutors provide module information, schemes of work, assessment questions, guidelines and criteria, tasks, external links and discussion boards on Moodle. Students and staff are able to access Moodle and email remotely but are also able to work at any time on the computers in the library. We arrange workshops for students in the use of library catalogues, on-line sources, Moodle and other research tools.

EMAIL USE

Each NSCD student has an email address in this format: 'user_ID'@nscd.ac.uk'

We strongly recommend that you check your emails on a daily basis; information such as timetable changes, workshop opportunities, assessment feedback and tutorial information will be sent via email and it is important you do not miss this information.

Emails are sent to students with a heading in the subject line to make it easier for students to know which emails to prioritise:

- **READ** – these emails contain some important information which you need to take note of e.g. the email has a student letter attached;
- **INFO** – these emails are simply for your information and to read in your spare time e.g. a new member of staff has joined the School;
- **ACT** – students will have an action to carry out in response to these emails e.g. signing up for a tutorial;
- **IMPORTANT** – these emails need to be read as soon as possible.

See Part B, Section 4 for policy IT information.

Part B – General Information regarding studying and training with the school

Part B, Section 1:

General Course Information and Documentation

This section is an introduction to the courses at NSCD. For full details of the courses, module guides and the Assessment Overview please refer to the course pages on Moodle:

<https://moodle.nscd.ac.uk/course/index.php>

The full Course and Module Specifications for the undergraduate and postgraduate courses are available on the course pages of the NSCD website:

www.nscd.ac.uk

Cert HE Contemporary Dance

The Cert He in Contemporary Dance is a stand-alone qualification enabling students to graduate from the course or make a fresh application to progress onto further study.

This course is studied over one year full-time.

The course is constructed in one stage comprising modules to a total of 120 credits.

Students must successfully complete each module in order to be awarded the specified number of credits for that module.

Progression routes from this course: Upon successful completion of 120 (Level 4) credits, students can apply for entry point 1 of the BA (Hons) degree at NSCD, another conservatoire or university dance degree course. In exceptional circumstances where students have excelled in their progress and attainment, NSCD may consider applicants for direct entry to Level 5 (entry point 2).

<https://www.nscd.ac.uk/courses/certhe-contemporary-dance/>

Code	Title	Credits	Assessment
Compulsory Modules			
CHECH1	Choreography	30	<p>Item 1: Continuous assessment Weighting: 20%</p> <p>Item 2: Choreographic Study Weighting: 20%</p> <p>Item 3: Independent Choreography Project Weighting: 60%</p>
CHECS1	Contextual Studies	15	<p>Item 1: Essay draft/outline Weighting: 25%</p> <p>Item 2: 2000-2500 word essay Weighting: 75%</p>
CHEDR1	Dance Repertoire	15	<p>Item 1: Continuous assessment Weighting: 40%</p> <p>Item 2: Performance of Repertoire Weighting: 60%</p>
CHEDT1	Dance Techniques	30	<p>Item 1: Summative assessment – practical assessment class Weighting: 30%</p> <p>Item 2: Continuous assessment</p>

			Weighting: 70%
CHEPP1	Performance Practice	30	Item 1: Rehearsal process (continuous) Weighting: 40% Item 2: Performance (summative) Weighting: 60%

Cert HE Cultural Dance Forms

The Cert He in Contemporary Dance is a stand-alone qualification enabling students to graduate from the course or make a fresh application to progress onto further study. This course is studied over one year full-time.

The course is constructed in one stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module.

Progression routes from this course: Upon successful completion of 120 (Level 4) credits, students can apply for entry point 1 of the BA (Hons) degree at NSCD, another conservatoire or university dance degree course. In exceptional circumstances where students have excelled in their progress and attainment, NSCD may consider applicants for direct entry to Level 5 (entry point 2).

<https://www.nscd.ac.uk/courses/certhe-cultural-dance-forms/>

BA (Hons) in Dance (Contemporary): Level 4

The undergraduate degree is usually a three year/stage, full time course. A stage is equivalent to one academic year of study totalling 120 credits per stage. Full Course Fact file available here:

<https://www.nscd.ac.uk/courses/ba-hons-dance-contemporary/>

Students will complete the following course of study:

Level 4 (stage 1) Year One is a pass or fail year and does not count towards the final degree classification. Modules will be marked as pass or fail only and will not be numerically marked. Students must pass all modules at Stage 1 to proceed to Stage 2.

Code	Title	Credits	Assessment
BA1DT1	Dance Techniques: Ballet & Contemporary Practices 1	15	Continuous assessment Weighting: 50% Summative assessment Weighting: 50%
BA1DT2	Dance Techniques: Ballet & Contemporary Practices 2	30	Continuous assessment Weighting: 60% Summative assessment – Practical assessment class Weighting: 40%
BA1CP1	Creative Practice 1	15	Continuous assessment Weighting: 25% Creative and performance project Weighting: 75%
BA1PC1	Performance in Context 1	30	2000-2500 word essay Weighting: 40% Performance project Weighting: 60%
BA1RP1	Research Project 1	15	Continuous assessment Weighting: 25% Creative performance project using chosen mode of representation Weighting: 75%

BA1TD1	Teaching Dance 1	15	Practical teaching Weighting: 75% Supporting documentation (lesson plans / lesson evaluations) Weighting: 25%
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BA (Hons) in Dance (Contemporary): Level 5

All modules studied at Year Two are numerically marked, with the exception of Rehearsal & Performance which is marked as pass or fail. The average mark for Year Two is worth 40% of the degree classification.

Modules/credits: At level 5 students are able to develop a specific mode of representation through their choice of one 15 credit module. The module choice will enable students to either focus upon being a curator/producer (through Creative Practice 2) or as a teacher/facilitator (through Teaching Dance 2), before all students return to develop further creative core skills in composition (through Creative Practice 3). Candidates are required to achieve a pass in all the following modules in order to progress to level 6.

Code	Title	Credits	Assessment
BA2DT3	Dance Techniques: Ballet and Contemporary Practices 3	30	Continuous assessment Weighting: 60% Summative assessment – Practical assessment class Weighting: 40%
BA2CP3	Creative Practice 3	15	Continuous assessment Weighting: 25% Group Performance project Weighting: 75%
BA2PC2	Performance in Context 2	30	2 minute solo performance Weighting: 50% Group performance project Weighting: 50%
BA2RP2	Research Project 2	30	Research proposal or abstract Weighting: 25% Research project Weighting: 75%
BA2CP2	Creative Practice 2 (option)	15	Staging of an art event, individual contribution to a group project Weighting: 50% Supporting evidence (written, presentation, portfolio) as appropriate to the role Weighting: 50%

BA2TD2	Teaching Dance 2 (option)	15	Practical Teaching Weighting: 50% Continuous assessment on placement Weighting: 25% Item 3: Supporting documentation (lesson plans / lesson evaluations) Weighting: 25%
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BA (Hons) in Dance (Contemporary): Level 6

All modules at Year Three are numerically marked and the average mark of the final year will be worth 60% of the degree classification.

Modules/credits: At level 6 students are asked to choose one 30 credit option to either continue their focus identity as a creative artist or teacher, we advise those who chose Creative Practice 2 to continue their studies with Research Project 3 (the creative / performative research option). Those who chose to do Teaching Dance 2 at level 5 may choose either option. Candidates are required to achieve a pass in all the following modules in order to achieve the award of BA (Hons) in Dance (Contemporary).

Code	Title	Credits	Assessment
BA3DT4	Dance Techniques: Ballet and Contemporary Practices 4	15	Continuous assessment Weighting: 50% Summative assessment – Practical assessment class Weighting: 50%
BA3PC3	Performance in Context 3	15	2-3 minute solo performance Weighting: 100%
BA3PC4	Performance in Context 4	30	Rehearsal Weighting: 50% Site-specific group performance project Weighting: 50%
BA3PC5	Performance in Context 5	30	Theatre-based group performance project Weighting: 100%
BA3RP3	Research Project 3 (option)	30	Research proposal / Mock funding application Weighting: 25% Research project Weighting: 75%

BA3TD3	Teaching Dance 3 (option)	30	<p>Teaching Placement Observation 1 Weighting: 30%</p> <p>Teaching Placement Observation 2 Weighting: 50%</p> <p>Teaching portfolio to include: Scheme of Work, Lesson Plans, Lesson Evaluations and other documentation as appropriate Weighting: 20%</p>
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MA Contemporary Dance Performance

All of the MA courses are usually a one year/ two stage, full time course. A stage is equivalent to one academic year of study totalling 120 (stage 1) and 60 (stage 2) credits.

Candidates are required to achieve a pass in all the following modules in order to achieve the award of MA in Contemporary Dance Practice. Students must pass all modules in stage 1 before progressing to stage 2. Please see individual module guides for full module details.

VERVE

VERVE is a one-year, full-time course that offers dancers a safe and inspiring space to grow as an artist, rigorously challenge their physical skill and build an understanding of the professional working environment, as part of a touring contemporary dance company.

<https://www.nscd.ac.uk/courses/ma-contemporary-dance-performance-verve/>

Professional Placement Scheme

This one-year, full-time course provides an opportunity for students to undertake extensive professional development and refine their performance skills, as an apprentice with a professional dance company.

<https://www.nscd.ac.uk/courses/ma-contemporary-dance-performance-pps/>

Code	Title	Credits	Assessment
Stage 1 – Compulsory Modules			
MATP1	Technical Practice	30	Item 1: Continuous assessment Weighting: 60% (assessment 1: 25%, assessment 2: 35%) Item 2: Summative assessment Weighting: 40%
MACY1	Company	60	Item 1: Continuous assessment (professional practice, rehearsal and embodiment of work(s) over an extensive creation/devising period) Weighting: 40% Item 2: Continuous assessment Weighting: 60%
Stage 1 – Optional Modules (students choose 1x 30 credit option)			
MAPP3	Performance Practice	30	Item 1: Summative Assessment (performance in an ensemble work) Weighting: 30%

	<p>This module is ordinarily undertaken by all Verve pathway students. This module may be undertaken by PPS pathway students dependent on the company offer and audition outcomes. It will be confirmed which students are undertaking this pathway by NSCD staff, prior to students enrolling onto the course.</p>		<p>Item 2: Summative Assessment 2 (performance in an ensemble work) Weighting: 70%</p>
MAAF1	<p>Artist as Facilitator</p> <p>This module may be undertaken by PPS pathway students dependent on the company offer and audition outcomes. It will be confirmed which students are undertaking this pathway by NSCD staff, prior to students enrolling onto the course.</p> <p>It is unlikely that Verve pathway students will undertake this module, due to the nature of the course. In exceptional circumstances it might be appropriate as a means to support a student through alternative assessment.</p>	30	<p>Item 1: Summative Assessment Weighting: 100%</p>
Stage 2 – Compulsory Module			
MARP2	Research Project	60	<p>Item 1: Independent project Weighting: 100%</p>

MA in Dance & Creative Enterprise

MA courses are usually a one year/ two stage, full time course. A stage is equivalent to one academic year of study totalling 120 (stage 1) and 60 (stage 2) credits.

<https://www.nscd.ac.uk/courses/ma-dance-creative-enterprise/>

Candidates are required to achieve a pass in all the following modules in order to achieve the award of MA in Contemporary Dance Practice. Students must pass all modules in stage 1 before progressing to stage 2. Please see individual module guides for full module details.

Code	Title	Credits	Assessment
Stage 1 – Compulsory Modules			
MADR1	Dance Research and Perspective in Practice	30	<p>Essay (3,000- 4,000 words approx.) or Verbal Presentation (20-30 mins approx.) or Lecture Demonstration 20-30 mins approx)</p> <p>Weighting: 75%</p> <p>Research Proposal/Abstract - Written (1,500 - 2,500 words approx.) or other mode to be discussed with tutor</p> <p>Weighting: 25%</p>
MAAP1	Arts project management	15	<p>Written report (project proposal) 2,500-3,000 words</p> <p>Weighting: 100%</p>
MAFC1	Fundraising for creative industries	15	<p>Written report (funding strategy document) 2,000-2,500 words</p> <p>Weighting: 100%</p>
MAMD1	Marketing and Digital representation	15	<p>Online digital marketing platform (blog or website plus social media platform)</p> <p>Weighting: 100%</p>
Stage 1 – Optional Modules (students choose 1x 15 credit & 1x 30credit option)			
MACM1	Creative Modes of Enquiry	15	<p>Group Performance project</p> <p>Weighting: 100%</p>
MADT1	<p>Dance Technique</p> <p><i>Not running in 2021/22</i></p>	15	<p>Continuous assessment: (class-based discussion, critical self-reflection and peer observations)</p> <p>Weighting: 50%</p> <p>Summative assessment: (practical technique class)</p> <p>Weighting: 50%</p>

MAPP1	Professional Practice (project)	30	Rehearsal (continuous assessment) Weighting: 40% Performance (summative assessment) Weighting: 60%
MAPP2	Professional Practice (placement) <i>Not running for 2021</i>	30	Written skills audit and placement Learner contract (1,500-2,000 words) Weighting: 30% Independently led project Weighting: 70%
Stage 2 – Compulsory Module			
MARP1	Research Project	60	Independent Project Weighting: 100%

Postgraduate Diploma Arts Learning & Teaching in Higher Education

Our PGDip ALTHE enables professionals at varying stages of their careers in the Arts to advance their understanding of learning and teaching in Higher Education settings.

The course runs simultaneously alongside work commitments and fits flexibly around working hours, no matter where a student is based.

<https://www.nscd.ac.uk/courses/pg-dip-arts-learning-teaching-higher-education/>

Code	Title	Credits	Assessment
Stage 1 – Compulsory Modules			
PGLT1	Arts Based Learning, Teaching and Assessment in Higher Education	30	<p>Item 1: Essay (Professional practice in Higher Education) 3,500 – 4,000 words approx. or equivalent. Weighting: 50%</p> <p>Item 2: Essay (critical analysis of assessment design & learner support) 2,500-3,500 words approx. or presentation (20 minutes approx.) or equivalent. Weighting: 30%</p> <p>Item 3: Report (Self-analysis and professional development plan) 2,000 words approx. or equivalent. Weighting: 20%</p>
Stage 1 – Optional Modules (students choose 1x 30 credit option)			
PGLT2	Curriculum and Assessment Design in Higher Education	30	<p>Item 1: Report: Weighting: 50%</p> <p>Item 2: Report Weighting: 50%</p>
PGLT3	Learning Support in Higher Education	30	<p>Item 1: Essay Weighting: 60%</p> <p>Item 2: Portfolio (Learner support resources) Weighting: 40%</p>
Stage 2 – Compulsory Modules			
PGLT4	Professional Practice: Placement	30	<p>Item 1: Assessed observation of practice 1 Weighting: 20%</p> <p>Item 2: Assessed observation of practice 2</p>

			<p>Weighting: 40%</p> <p>Item 3: Professional Practice portfolio (Lesson/support plans and professional reflection)</p> <p>Weighting: 40%</p>
PGLT5	Independent Action Research Project	30	<p>Item 1: Research project proposal (Presentation 25 mins approx. or 2,500 word written proposal) or equivalent.</p> <p>Weighting: 20%</p> <p>Item 2: Research project (4,000-6,000 word written report) or equivalent.</p> <p>Weighting: 65%</p>

Grade Descriptors

Grade Descriptors are statements that identify the features within the assessment evidence which an Assessor to measure achievement within an agreed boundary.

All assessments in Year One are marked as Pass or Fail rather than a numerical mark. Feedback provided to students will be focussed around the Standards as outlined below.

In Years Two and Three of the undergraduate course and across all postgraduate courses NCSD Northern School of Contemporary Dance uses a numerical marking scale. The outcome for assessments is recorded as a mark out of 100. The marking scale contains a fixed number of percentage points in each classification, which might be assigned to a piece of work either verbal, written or practical.

Grade Descriptors are available on Moodle:

https://moodle.nscd.ac.uk/pluginfile.php/7207/mod_resource/content/1/Grade%20Descriptors%20approved%20by%20Senate.pdf

Level Descriptors

Level descriptors apply across all areas of study. Markers and moderators will measure assessment outcomes by referring to the points and applying those that are appropriate to the assessment task.

Level Descriptors are available on Moodle:

https://moodle.nscd.ac.uk/pluginfile.php/7208/mod_resource/content/1/Level%20Descriptors%20approved%20by%20CDD%20Senate.pdf

Modules Guides

Module guides are produced annually and give students full information related to the description, content and assessment of each module. Module guides can be found on Moodle under each module.

Course Overview

Course overview documents can also found on each module on Moodle and support the content of the module guide.

Assessment

All information relating to assessment is detailed within the Assessment Overview on Moodle:

<https://moodle.nscd.ac.uk/pluginfile.php/910/course/section/2056/Assessment%20Overview.pdf>

The purpose of assessment is to enable you to demonstrate that you have fulfilled the objectives of your course of study, and achieved the standard required for your named award. NSCD's courses of study are subject to specific regulations, which set out what is expected of both assessment tutors and students. Their aim is to establish a fair framework for all assessment activities.

Northern School of Contemporary Dance employs a wide variety of assessment methods including formative, continuous and summative assessment.

Assessment evidence is collected through:

- Continuous and summative assessments in technique modules
 - Assessed rehearsal processes
 - Showings of solos, choreographic work and improvisation & movement research
 - Lecture Demonstrations
-
- Written essays and dissertations
 - Written project reports and evaluations / reflections
 - Individual and small group verbal presentations
 - Observation of teaching practice

Students receive ongoing feedback in practical classes and through the tutorial system in which professional and academic development are considered and evaluated.

Achievement is measured against module assessment criteria and in accordance with course and module learning outcomes. Students must meet the specific attendance requirements for the Course.

Tutors explain the assessment strategy for the course, pointing out the balance between coursework and practical assignments, and the purpose of the various assessment tasks students will be expected to complete.

Assessment Footage

Assessment footage is available for students to view at any time during their studies at NSCD, for copyright purposes, we are unable to provide students with copies of such footage with the exception of a students' solo work. When requesting a copy of solo work, a student must be aware that they need to be personally responsible for music copyright issues outside of educational use.

Attendance Policy

The School's mission is to provide inspirational learning, enabling aspiring contemporary dance artists and dance professionals, regardless of background, to shape the future of dance.

NSCD provides world class contemporary dance training and we expect the highest standards from our students. As such we expect students to attend 100% of timetabled sessions where this is in the student's best interest. As training professionals the attendance replicates the professional world in which you are present unless there are circumstances that prevent this, such as illness or personal problems.

Attendance is compulsory for all taught sessions, tutorials, rehearsals, performances and practical assessments. Registers are taken for all classes and attendance is carefully monitored through the Student Review Board.

All students should familiarise themselves with the full NSCD Attendance & Student Engagement Policy

which is available here: <https://www.nscd.ac.uk/policies-and-procedures/>

Health and Safety Responsibilities

Our policy is to provide and maintain safe and healthy working conditions, equipment and systems of work for all our students and employees and to provide such information, training and supervision as they need for this purpose. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

To ensure that the Policy and the way in which it is operated is kept up-to-date, it is regularly reviewed. Although Health and Safety is the responsibility of all members of the organisation, the Director of Finance and Resources is responsible for this area of work.

The Programming, Events & Front of House Manager acts as liaison on all Health and Safety matters within the School and chairs the Health and Safety Committee and you will be given an Introduction to Health and Safety and provided with an information reference booklet at the start of the course.

No Smoking Policy: There is a designated smoking space by the side gates in the car park. Students are asked not to smoke on School premises, anywhere other than the designated smoking area. Every student who smokes is responsible for collecting rubbish and cigarette ends.

Drugs and Alcohol: The use of drugs and alcohol is strictly prohibited at the School and during school visits to any external venues. If you are concerned about related matters, please talk to the Head of Academic Registry.

In case of accident, a member of staff must be notified immediately. Accidents must then be recorded in the appropriate book which is located in the Staff Room.

As a student you are required to:

- follow the Health and Safety Policy, Codes of Practice and course specific procedures detailed in your course and/or module handbooks
- attend health and safety inductions
- comply with health and safety requirements and control measures
- take reasonable care in all activities and seek assistance from supervising staff if in doubt
- familiarise yourself with emergency and evacuation procedures and safe escape routes report unsafe conditions or equipment to supervising staff (published on the studio walls)
- report accidents
- note the location of First Aiders; these are displayed in buildings and on reception
- follow procedures outlined in information, instruction or training received

Guidelines for Independent Work

The school has published Guidelines for Independent Work which includes information on risk assessments, ethical considerations and professional practice. This is available on the [Student Key](#)

[Information section](#) of Moodle.

First Aid

In the event of injury or illness you should inform reception who will take the appropriate action, including contacting the duty First Aider to attend. An NSCD First Aider must attend to all injuries/accidents. An accident report will be completed for every First Aid incident.

Location of First Aid Boxes:

- At Reception
- Learning & Participation
- Studio 8

Emergencies

In the event of an accident or medical emergency, you have the following options:

- Telephone your doctor
- Go to the Accident and Emergency Department at the Leeds General Infirmary
- Telephone 111 if you urgently need medical help or advice, but your situation is not life-threatening (the call is free)
- Telephone 999 for an ambulance for life-threatening situations only (the call is free)

Hospital Procedures

If a student is assessed by NSCD First Aid and it's decided an ambulance is not needed but it is deemed necessary for the student to seek further medical assistance at hospital the school will follow the procedure detailed below:

Students over the age of 18

NSCD will:

1. Ensure the student is safe to travel, without supervision to the hospital
2. Book and pay for the student to travel to hospital in a taxi
3. Ensure the student has the means to return home after hospital discharge
4. Ensure the student has the school telephone number
5. Suggest the student contact their emergency contact to inform them they are visiting the hospital.

If an NSCD First Aider deems the student is not fit to travel unaccompanied, for example in the case of a head injury, a member of staff who is First Aid trained will accompany the student to hospital until they have been registered by hospital staff.

Students under the age of 18

NSCD will:

1. Contact the student's emergency contact to ensure they are informed of the student's medical condition.
2. Accompany the student in a taxi to the hospital (paid for by NSCD)
3. Stay with the student until they have been registered by hospital staff
4. Ensure the student has the means to return home after hospital discharge
5. Ensure the student has the school telephone number
6. On return from the hospital the member of staff who accompanied the student to hospital will contact the student's emergency contact to update them on the situation.

Where appropriate or necessary a member of staff may arrange to contact the student to check on their wellbeing.

Personal and Property Safety

- Avoid walking alone after dark and stick to well-lit routes where possible
- Consider carrying a personal alarm
- Take a fully licensed taxi if possible
- Be alert and aware of your surroundings at all times (avoid excessive intoxication)
- In clubs and pubs, never leave your drinks unattended
- Never use cash machines at night, when on your own, and try not to carry large amounts of cash
- Make sure you always secure your student residence (keeping doors and window locked when unattended.)
- Security mark your property and log serial numbers where possible
- If you own a bicycle, please ensure you use a D Lock and secure through the frame and not just the wheel.
- Report all incidents to the Police

Please contact the NSCD Safeguarding lead Tracy Witney or Student Services if you have been involved in an incident, to ensure we are able to liaise with our Community Police Officer.

Working with Others

Guest Teachers

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

Frequent experience of working with guest teachers and choreographers allows students to experience performance at professional level whilst still in school.

The school will make best efforts to inform guest staff of any student health conditions we have recorded but we urge students to take personal responsibility to share all relevant information you feel a guest tutor should be aware of in terms of your health and safety.

Placement & Work-Based learning

Work-related learning is included across all courses, so whatever you are studying you will have the opportunity to engage in real world projects and activities or go on work-based learning placements through specific modules. In doing so, you will be able to apply and further develop your knowledge and

employability skills. Having experience of the workplace and current issues is incredibly valuable in developing your career aims and when applying for graduate jobs.

Work-related/work-based learning may take different forms, the most common being:

- Work placements
- Projects with work-based contacts
- Simulations of workplace activity

For details on the range of work-related learning activities associated with your course, see your Course and Module Guides.

The Code of Practice: Placements & Work Based Learning is available here:

<https://moodle.nscd.ac.uk/course/view.php?id=271>

NSCD engages many individuals in the education and training process. NSCD has produced a handbook which provides a set of broad principles and guidelines for meets the expectation of the QAA (Quality Assurance Agency¹) in relation to course delivery which involves 'working with others'.

Student support arrangements for placements (including for disability / SpLDs)

Northern School of Contemporary Dance has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance's student support service, and specialist support will be provided where needed. Regular tutorials support the students learning during the process of the placement.

¹ Quality Assurance Agency is the independent body that checks on standards and quality in UK higher education.

Part B, Section 2

STUDENT PROGRESSION

Cert HE Contemporary Dance & Cert HE Cultural Dance Forms:

Students must pass 120 credits with a grade of 40% or higher in each module to achieve the award of a Certificate of Higher Education. All modules are compulsory and there are no options choices at level 4. Upon completion many students gain an offer of a place onto a dance degree or related subject in a conservatoire or university setting.

BA (Hons) Dance Contemporary

Students must pass 120 credits in each level of the course with a grade of 40% or higher in each module, before progressing to the next level. This is determined at the board of Examiners in July, where re-sit opportunities are offered. Exit awards are available to students who do not meet the required standards to progress.

Versions of a module being offered at more than one level

The undergraduate degree has five thematic strands that are designed so that curriculum areas progress in intensity over the three years of the course. Modules are indexed with a number, allowing students to easily identify learning progression:

1. Dance Techniques: Ballet and Contemporary practices 1, Dance Techniques: Ballet and Contemporary practices 2, Dance Techniques: Ballet and Contemporary practices 3, Dance Techniques: Ballet and Contemporary practices 4
2. Creative Practice 1, Creative Practice 2, Creative Practice 3
3. Teaching Dance 1, Teaching Dance 2, Teaching Dance 3
4. Research Project 1, Research Project 2, Research Project 3
5. Performance in Context 1, Performance in Context 2, Performance in Context 3, Performance in Context 4, Performance in Context 5.

Each module level employs differentiated learning outcomes. Anderson & Krathwohl's (2001) inspired verbs were used to replace 'basic', 'advanced' and 'professional' labels (from previous course versions), to better interpret the level descriptors in FHEQ (2014) and support progression from one level to another.

Undergraduate Module options

- There are no option choices at Level 4
- At level 5, students choose a 15 credit option choice between Creative Practice 2 OR Teaching

Dance 2

- At level 6, students choose a 30 credit dissertation option choice between Research Project 3 OR Teaching Dance 3

MA in Contemporary Dance Performance & MA in Dance and Creative Enterprise

Students must pass 120 credits in the first stage of the course with a grade of 50% or higher in each module, before progressing to stage 2 (the MA dissertation). This is determined at the Board of Examiners in July, where re-sit opportunities are offered. An exit award of PGDip is available to students who do not meet the required standards to progress. In order to progress to stage 2, students must complete a successful Research Project proposal.

For postgraduate courses there are no versions of modules being offered in more than one level.

Postgraduate Module options

- In the MA Dance and Creative Enterprise course, students choose a 15 credit option in term 1 between Dance Techniques OR Creative Modes of Enquiry. In term 2, students choose a 30 credit option between Professional Practice (Project) OR Professional Practice (Placement).

Part B, Section 3

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 circumstances', and the University of Kent has regulations and a range of procedures covering these. The School operates within the University's regulations where any of these procedures might be needed. For the University of Kent regulations, please see the following:

Regulations for Taught Courses of Study

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

<https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex9new.html>

Extenuating Circumstances

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 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 Services or your tutors to discuss any problems that might adversely impact your work, or for further information and guidance about Extenuating Circumstances.

Extensions, Deferrals & Alternative Assessment

Full details of arrangements which can be put in place for students with regard to extensions and assessment deferrals is detailed in the Assessment Overview which can be found within the [Student Key Information](#) section of Moodle or via the NSCD website: <https://www.nscd.ac.uk/policies-and-procedures/>

Interruption of Studies

NSCD recognise that from time to time students may wish to interrupt their studies (also 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 interruption of studies, which has been developed and the validating university. All students who wish to make such a request are expected to follow the agreed

protocol.

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

- Speak to a member of staff (e.g. someone from Student Services or Head of Studies) in the first instance about your plans and the reasons as to why you would like to, or are considering, interrupting your studies.
- Make sure you understand and consider carefully the possible implications of the interruption (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 may be asked to submit appropriate supporting evidence that supports your request to interrupt 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 Interruption 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: <https://www.nscd.ac.uk/policies-and-procedures/>)
- All requests to interrupt 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 download an Interruption of Studies Request form here: <https://www.nscd.ac.uk/policies-and-procedures/>

If you would like any further information about this, please speak to Hannah Perry, Head of Academic Registry.

Withdrawal

If you wish to withdraw from your course of study, you should speak to a member of Student Services 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 website:

Terms & Conditions and the Fees Policy are available here: <https://www.nscd.ac.uk/policies-and-procedures/>

Part B, Section 4

Student Engagement & Responsibilities

All students have a responsibility to familiarise themselves with the full set of NSCD Codes of Conduct and Practice, these are available here: <https://www.nscd.ac.uk/study/student-handbook/>

These include:

- Learning Culture
- Codes of Practice

Learning Culture

At Northern School of Contemporary Dance we work to create an inclusive environment in which all students are able to develop as individual dance artists, supported by their peers and tutors. We are a diverse group of people coming together from many different cultures with many different ideas about dance, about education and about life. We believe our differences should be celebrated and that they can only enrich the experience of training here but we also recognise that entering a new learning culture can be challenging and would therefore ask you to:

- work with patience and generosity of spirit in order to create a positive learning environment for all
- take the time to get to know your classmates and understand their point of view
- be supportive of peers
- consider the importance of learning to work both as an individual and in collaboration as a member of a team
- recognise the value of approaching all of your classes with curiosity and an open mind
- be aware of the need for reflection and independent study in taking responsibility for your own learning
- be prepared to take on new ideas and 'let go' of previously formed habitual thought and movement patterns
- be aware that dealing with new ideas can be confusing and overwhelming but this is a natural part of progressing
- be aware of the need for consistency of approach in order to see progress
- commit to working through the resources prepared to support and enhance your physical practice i.e. reading and resource lists.

- work mindfully in relation to safe practice and individual physical structure
- seek to recognise your strengths and weaknesses and apply this knowledge in setting targets for improvement.

Filming & Assessment Footage Policy

We wholly support filming as a learning tool, which is personal and supports your time at NSCD 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 the library system.

Assessment footage is available for students to view at any time during their studies at NSCD. For copyright purposes, we are unable to provide students with copies of such footage with the exception of a student's solo work. When requesting a copy of solo work a student must be aware that that they need to be personally responsible for music copyright issues outside of educational use.

Photography

Throughout your time at NSCD 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 courses; 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 NSCD and may be used in the future in NSCD publications and marketing materials, subject to agreement by the participating schools. The image(s) are processed by the School in accordance with the provisions of the Data Protection Act (1998) and from 25 May 2018 with the General Data Protection Regulation (GDPR).

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 the School during your course.

Social media

We want your NSCD experience to be as enjoyable as possible so take a moment to consider your use of social media:

- Your privacy settings
- What you share and how it might reflect on you or the School, especially with respect to flatmates, fellow students and School staff

How you present yourself online may be noticed by potential employers in the future, and for courses leading to professional qualifications (PGDip ALTHE, 2018), students are required to adhere to standards and Codes of Conduct defined by Professional, Statutory and Regulatory Bodies (PSRB), so check if these apply to you – if you're not sure, your tutors will be able to give you information.

You can also connect with NSCD via our social channels to keep up-to-date, get quick answers to queries and enhance your learning. Further information is available on the Before You Arrive website (information to this is found in your offer letter).

NSCD provides guidelines on using social media and follows strict procedures regarding behavioural standards.

Recommendations For Safe Use Of Social Media And Online Platforms

NSCD recognises that the use of the internet to access social networking and other online platforms is part of everyday life.

Social media and other platforms have enabled families and friends to stay in contact and have lessened geographical divides, it is important, however that this media is used appropriately.

To ensure that everyone is safe and protected we recommend the following:

- Keep your personal information secure by using high strength passwords and that profile settings are restricted. It is advisable to log out of social networking sites when not in use as a security precaution.

- Be aware of how to set privacy settings on their profile and be mindful that some social networking sites revert to default settings when an update is made to their service. Please be vigilant to any changes in their profile privacy settings.
- Keep your profile picture post simple. Remember anyone can still search for you and see your picture without being your friend.
- Create your photo albums with privacy settings so 'only your friends' can see them.
- Students and staff should not 'friend request' each other. All friend requests of such nature should be rejected. You do not need to report this unless it becomes a recurring problem. People are not notified when you reject their friend request.
- Similarly, direct messages via online platforms should not be reciprocated.
- Use the privacy settings to limit who can see your full profile. Set it so that only friends can see everything like your pictures, your wall, and your personal and contact information.
- Use limited public information about yourself on your profile. For example, address, email, date of birth, contact telephone numbers do not need to be shown to everyone, they can be privately messaged if needed.
- All postings on social media and networks will be in the public domain so everyone should consider this when making decisions about the content of social media activity.
- Do not use your NSCD email address as your email contact.
- Do report any threats of violence or other inappropriate posts/images to the relevant authorities, such as the Child Exploitation and Online Protection centre (CEOP) or the police.
- Do not ever announce if you are going away. Many cases of burglaries are supported using these disclosures.
- Everyone should take care on when using personal publishing tools include blogs, wikis, social networking sites, bulletin boards, chat rooms and instant messaging programmes. These online forums are the more obvious sources of inappropriate and harmful behaviour and where individuals can be vulnerable to being contacted by an abusive person.
- We encourage you not to publish specific and detailed private thoughts, especially those that might be considered personal, sensitive, hurtful, harmful, hateful or defamatory. NSCD expects all staff and students to remember that their online presence reflects on us.

Helpful links:

- [Instagram | Safety | Official Site](#)
- [Safety Center \(facebook.com\)](#)
- [Safety Tools \(twitter.com\)](#)
- [StaySafeOnline.org - YouTube](#)

Email Policy

When you register at the School you will be issued with an official 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. It is your responsibility to check your account regularly for messages.

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 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.

The full Code of Practices for Computer Systems are available here: <https://www.nscd.ac.uk/policies-and-procedures/>

Part B, Section 5

STUDENT REPRESENTATION

NSCD are fully committed to involving students at all levels, 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

What is a Student 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 Student 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 Forum 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 Student 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

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 Services or the Student Union. If you have significant concerns about the safety of your fellow student, you should report the matter to the person responsible for Student Services.

What is not covered by being a Student Rep?

You shouldn't...

- Always agree with staff – sometimes perspectives will be different to 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

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!

Course/Student Reps work closely with the course/course team and School management. They attend regular course and course committee meetings 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

The selection of reps will be held in the autumn term. Students represent each year group (for smaller courses this might vary); this is to ensure that at least one is available for each meeting. NSCD and the Student Union will make available the names and contact details of your student reps.

Student Voice Forum

NSCD has a regular Student Voice Forum where student representatives can share their views.

Student representatives sit on the Student Voice Forum. 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 the Annual Course Monitoring Report. Student representatives will be responsible for gathering student views/ issues prior to each meeting and sending agenda points to the relevant member of staff when requested. Minutes of the

meetings will be sent to all students. Student reps are responsible for passing on any resolutions to issues or relevant discussion to the rest of their respective year group.

Schools may have student representation on other committees, such as the School Academic Board.

Student Voice & Feedback

At NSCD, each course has two student representatives. Student representative details can be found on Moodle under Common Course Administration. The role of a Student Representative is to seek and represent the views of the cohort to the school at the termly Student Voice Forum meetings.

Your feedback is very important to us and you will be asked for your feedback formally in the form of module evaluations and the online, anonymous NSCD Student Experience Survey at the end of each year. 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.

The school has worked hard with student representatives over recent years to design an effective cycle of feedback loops, ensuring students have the opportunity to feedback on all aspects of course provision, discuss wider issues related to the student experience and support the school in the review and validation of new courses or course changes.

All student representatives from across the courses within the school meet with a variety of school staff including; representatives from academic management, facilities and Student Services once every term at the *Student Voice Forum*. Prior to the Forum, there is a Year Group Meeting where representatives meet with their student cohort to discuss items related to the course, building and facilities, and any wider contexts related to being at the school.

Each term there is a meeting during which actions taken from SVF are reported back to the students.

Minutes from all Student Voice Forum have been made available to students on Moodle.

NSCD Student Union

NSCD formed its Student Union in 2020/21, the Student Union Manager and President will work closely with NSCD students throughout 2022/23 to continue to build the union and represent the students and their priorities.

The NSCD Students' Union undertakes to:

- Promote high standards of student personal conduct
- Support student engagement with the local community
- Support all students to ensure they receive equal treatment and are aware of their rights and responsibilities
- Support student representation in a wide range of contexts to ensure that students contribute to the development and improvement of NSCD's provision
- Work in partnership with the School to ensure that student views inform the development and

improvement of provision, and the wider student experience

- Represent the interests of all NSCD students at local and national level
- Encourage students' personal and professional development by providing of a range of information and media, dance-based activities, societies and other related social activities.

PART C: STUDENT LIFE

Part C, Section 1

GETTING STARTED

On your arrival at the school

Leeds is a very exciting student city, offering you lots of exciting opportunities to try new things and experience everything that both the School and the city has to offer.

Coming to university is a life changing experience and it's not surprising that as well as the highs of experiencing new things, many students feel the lows too, missing friends, family and the familiar surroundings of home.

<http://www.nscd.ac.uk/study/student-life/>

Remember, if you have any questions about student life please talk to a member of staff or contact Student services, your Course Leader and/or Wellbeing team.

Travel & Accommodation guidance

Due to the intensive course that students follow at NSCD we do recommend that you carefully consider the distance you live from the School.

- The majority of NSCD students choose to live in local rented properties, walking distance from School, shared by 4-8 students.
- Each property usually has a mix of year groups which encourages all our students to integrate and allows valuable local knowledge to be shared. Our new students often simply fill the places as our graduates leave although there will be some whole houses available.
- The average cost of rent paid by our current students is approximately £100 per week and 90% of them have their utilities included.
- Some students choose to live in halls of residence alongside students at other colleges.
- There is also the option of living in a local 'Home Stay' with a family.
- A few, who come from the area, live at home.

See <http://www.nscd.ac.uk/study/student-life/accommodation/> for further information on accommodation.

Financial guidance

See <http://www.nscd.ac.uk/study/fees-finance/> for further information.

All students can book an appointment at any time with the Student Finance Manager for support on Moodle (student support tutorials)

Information on Financial Assistance is available here: <https://www.nscd.ac.uk/bursaries-scholarships/> and queries relating to student finance and financial assistance can be directed to financial.assistance@nscd.ac.uk

Registering with a Doctor

We recommend that all students register with a doctor in Leeds as soon as possible after enrolling on a course at NSCD. Students have access to a guide with useful links on Moodle. It is also advisable, because of the closeness and intensity of the studies here and to prevent epidemics, that you ensure all your inoculations (meningitis, measles, mumps, rubella) are up-to-date.

Private Health Insurance

NSCD is committed to provide a safe and healthy environment to train dance artists but the NSCD courses and assessments can be physically demanding. In addition, dance skills by their very nature include elements of risk, including injury. Whilst we take reasonably practicable measures to reduce or eliminate these risks, it is not possible to eliminate them all. For this reason, we would encourage you to consider taking out private health insurance to support you with any medical treatment that you may require. Health care can be obtained free of charge from the NHS but waiting times for treatment are unpredictable and may result in disruption to and interruption of your studies. Long periods of absence may result in you being unable to complete the course. NSCD is unable to recommend insurance schemes but a useful resource is Dance UK: <https://www.onedanceuk.org/resource/health-insurance-dancers-companies/>

International students

NSCD is proud of the diversity of the students it attracts and over recent years 30% of our total students have joined us from outside the UK. We have been delighted to welcome students from America, Australia, Belgium, Brazil, Chile, China, Cyprus, Denmark, Finland, France, Germany, Gibraltar, Hong Kong, India, Ireland, Israel, Italy, Japan, Latvia, Malaysia, Norway, Poland, Portugal, Singapore, South Korea, Spain, Sweden, Switzerland, Taiwan & Uruguay and are happy to accept applications from any country. Many of our teaching staff are also from outside of the UK. The diversity of cultures at the school enhances our creativity and broadens the learning experience on offer. Visit our international student web page for more guidance and information: <http://www.nscd.ac.uk/study/international/>

Studying abroad

NSCD has supported students to take part in international exchanges over recent years under the Erasmus Scheme and is currently exploring opportunities under the Turing Scheme to ensure there are funding opportunities to support students. Additionally NSCD invite and welcome visiting international exchange students to spend a semester at NSCD.

At present this placement forms an enrichment to your studies and currently focuses around term one of Level 5 or 6. Students have the opportunity to map their learning and defer their assessment, undertake alternative assessment so that they can complete assignments upon their return.

Part C, Section 2

TRANSITION, INDUCTION AND ENROLMENT

Date(s) of induction:

Induction week for all (non-UKVI) students begins on Monday 19th September 2022.

Pre-induction information and requirements

Before arrival, you will have access to the New Starters page on the NSCD website which contains all the necessary information students will need before starting at NSCD.

What to expect from induction

When you arrive at the School, you will have a Course Induction organised for you. This is your opportunity to meet your tutors and classmates, learn more about your course of study and receive your course handbook.

Students have different schedules for their Induction depending on what course they are studying. Please note that your Course Induction will take place over 5 days.

There are also a number of activities and performances that take place across the first few weeks of term that we encourage students to engage with these.

Enrolment

Most students are asked to enrol online by early September just before the start of the new academic year. Some students, such as postgraduate PAS & VERVE students, may be asked to enrol at other times as their courses follow a different academic calendar. You will be told when you need to enrol by the School. Returning students will be required to complete a re-enrolment process at the start of each academic year.

Enrolment and re-enrolment will be completed online.

Part C, Section 3

STUDENT SUPPORT ARRANGEMENTS

NSCD has a strong tradition of providing a comprehensive range of student care and support services and commits considerable resources to this purpose.

Many students who are embarking on training at the School will be living away from home or abroad for the first time and may face a number of challenges during their training. We aim to provide the necessary services to help all students overcome these and ensure that the highest level of individual care is offered.

Student Services and Academic Registry

Student Services is located in the Foyer of the school.

See <http://www.nscd.ac.uk/study/student-life/student-services/> for further information.

Staff will be able to advise you on the following:

- enrolment
- module registration
- Injury support services
- Health & wellbeing services
- Learner Support services
- English Language support services
- Accommodation queries
- submitting coursework
- extenuating circumstance claims
- standard letters (for opening bank accounts, gym membership or visas if you are an international student which prove you are a student at NSCD)

Our Student Services team can give you advice and guidance on everything from accommodation to money management and support for disabled students. The School can also advise you about your eligibility for student funding, such as grants, loans and benefits.

Appointments with Student Services can be booked through Moodle or via email.

Student Services are open from 9am each morning. For more information, log on to Moodle – Student support tutorials.

Useful email addresses

studentservices@nscd.ac.uk – please use this email address for any general enquiry. The Student Services team will direct you to where you need to go or will be able to answer your query there and then.

Financial.assistance@nscd.ac.uk – for any finance related queries.

Pastoral and Academic Support

Various staff members at the School can help in different ways if you need support with any aspect of the course you are studying on, or if you need pastoral support. If you need help with the content of classes or assessment work, you can contact the relevant module tutor. Similarly, if you would like general listening support or pastoral guidance and support, you can get in touch with a member of the student services team. Students can book a tutorial with any member of staff, allowing you to meet with who you feel most comfortable talking to.

Study skills

All students are given support as part of their academic studies to gain confidence in researching, note taking, writing and referencing essays, as well as thinking about learning styles and ways of organising study time. Academic support is delivered via regular study skills sessions, and also available via scheduled tutorials. We use an online virtual learning environment (VLE) to enable students to access course materials, video content and other learning resources at their own leisure.

English Language Support

All students who do not have English as a first language will be able to access English Language classes to support both their written and spoken English skills. English language teaching sessions are bespoke to students to be course related whilst meeting their language needs. For example, a typical session might include a listening comprehension, vocabulary focus and discussion around an interview with a choreographer. Related written assignments are also set with 1:1 feedback. You can contact our English Language Support by emailing: elsupport@nscd.ac.uk

Safeguarding Policy

Northern School of Contemporary Dance (NSCD) offers world-leading conservatoire training for dancers. The Safeguarding Policy document sets out the policy and procedures of NSCD to ensure a safe creative learning environment for young people and Adults at risks.

NSCD believes all individuals have a right to learn and develop within a safe environment, and is committed to protecting young people and Adults at risks from harm. NSCD is not however 'in loco parentis' (in the place of the parent) and cannot accept the responsibilities of guardian to any member of its community.

NSCD also recognises its responsibilities to protect staff, students and volunteers against unfounded allegations of abuse. The policy aims to ensure that young people and Adults at risks, and all those who work with them, are safe and supported within NSCD and its organised activities. This policy has been informed by the NSPCC's general guidance and specific to Safeguarding Officer training. The full Safeguarding Policy is available here: <https://www.nscd.ac.uk/safeguarding/>

Equality & Diversity Policy

Applicants to the School are chosen solely on the basis of their talent and potential to develop the skills required for their chosen profession. We encourage students to tell us about any disabilities, impairments or conditions (for example dyslexia or any physical, sensory or mental health condition) at the earliest opportunity so that support can be put in place. Promoting equality and encouraging diversity in our staff and student bodies is at the heart of the values of 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.

NSCD 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.

Student carers

Students who declare their caring responsibilities to Student Services will be supported in a number of ways, for example:

- Providing contact to specialist staff who can support them throughout their time at university.
- Providing clear information to students and potential students about the content and nature of the course, the assessment methods, learning outcomes and professional body requirements, in order that the individual can assess fully how/if they can successfully study and care at the same time.
- Where possible we will try to include procedures for supporting students e.g. considering extensions or extenuating circumstances where unexpected circumstances arise related to their caring responsibilities.

Care Leavers

NSCD 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.

Financial Assistance

NSCDare working 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 may be available. Please contact the Head of Academic Registry for more information.

Health and Wellbeing

NSCD recognises that good mental health is essential for students to get the most from their training, however we also understand that students may experience times when they feel anxious, overwhelmed or unable to cope.

The Student Support & Wellbeing Manager, alongside our Health & Wellbeing Coordinator, oversee our wellbeing offer- which provides various types of in-house or external NHS /private professional support.

The first step in accessing wellbeing support is to book a triage appointment with the Student Support Manager to assess immediate needs and discuss options for ongoing support.

Appointments can be booked via Moodle [here](#), through Student Services, or by emailing ali.coleman@nscd.ac.uk

Students can generally be seen for an initial assessment within 2 weeks.

Following the initial triage, students can access various services, including:

- Weekly counselling via our team of Student counsellors (or external referrals where required)
- Groups and workshops covering a range of common student mental health issues
- Adhoc support and advice appointments as and when needed.

Whatever a student may be struggling with – be it stress, anxiety, loneliness, disordered eating, panic attacks, relationships, or low mood – our Wellbeing Team are there to offer support.

Waiting times are always considerably lower than NHS referrals and our services are free to all students.

Injury Support staff also work closely with the Wellbeing team to ensure the emotional side of injury is picked up and addressed. Together, we will work closely with students who may be struggling with pain or an inability to participate fully in their studies to discuss coping strategies and adjustments to their weekly schedule, alongside their physical therapy.

Mental Health Resources

Although we aim to see any students needing support quickly, we are not an emergency service, and are unable to offer out of hours support.

For the full directory of mental health services available in Leeds visit [MindWell directory - MindWell \(mindwell-leeds.org.uk\)](https://mindwell-leeds.org.uk)

Or, if immediate, urgent help is required, The Samaritans are there 24/7 to talk to. Students can use the free helpline at 116 123 or visit <https://www.samaritans.org>

Disordered Eating Policy

NSCD believes that dance training can and should be a positive and healthy experience for young people. It is therefore our goal to work towards the promotion of healthy eating and positive body image.

It is recognised, however, that disordered eating is more common in the performing arts and aesthetic sports such as dance and gymnastics than in the general population, and that this environment can sometimes be high risk for individuals with other predisposing characteristics and profiles.

We see prevention, identification and positive action around disordered eating as part of our commitment to our students, because it is both unhealthy and dangerous to allow problems to go undetected.

Body Mass Index (BMI) gives a broadly accepted measure of fat/health risk and is calculated by dividing a person's metric weight by their metric height² (kg/m²). The World Health Organisation recommends that the goal for individuals in the general adult population should be to maintain a BMI in the range of 18.5 to 24.9

The School requires female students to have a minimum BMI of 18.5 and male students a minimum BMI of 20. If a student's BMI level is below or above what is deemed healthy according to the WHO, they will not be permitted to undertake the full physical training course until their BMI falls within healthy guidelines. This decision will only be made where there are reasons for concern for the student's health and safety and for the safety of others, particularly in relation to the performance elements of their training. Where possible, we will work with students to devise alternative timetables and a support plan to help them safely resume their training.

Where a healthy BMI is not consistently maintained, the School reserves the right to ask a student to defer or withdraw from the course.

For more information, or if you are worried about yourself or a friend or classmate, please contact the Health & Wellbeing Manager or Head of Academic Registry.

Specific Learning Difficulties (SpLD) and Disability Support

Disclosing Impairments / Conditions

The School welcomes all students regardless of disability and it is our aim to provide appropriate support so that all students are able to achieve their full potential.

Disabled students and students with support requirements (for example, dyslexia, or a physical, sensory or mental health condition) are encouraged to disclose these as early as possible so that the School can endeavour to meet your needs during training. 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 Academic Registry

SpLD Assessment

Performing arts courses nationwide have a NSCD aims to provide a high level of support and make all reasonable adjustments necessary to ensure that students with SpLD achieve their full potential.

All students who enrol on a full time course at the School are assessed for dyslexia and dyspraxia on enrolment. The assessment takes the form of an online, easy to navigate, questionnaire which will help to identify your learning style and specific areas of learning strengths and weaknesses. It is used in conjunction with other indicators, including student disclosure (as part of the interview and enrolment / registration process), tutor feedback on practical and written work, and students expressing their concerns and any support requirements which may become apparent during their studies.

If you know that you are dyslexic or have another SpLD, we strongly encourage you to let us know as soon as possible. Once we have a diagnosis of a SpLD, we will be able to identify any support needs.

Any queries relating to learner support should be directed to Jane Perekrest, Learner Support tutor.

Disability Support

NSCD welcomes applications from disabled people and judges applicants solely on their talent and potential to develop the skills required for their chosen profession.

If you have any questions or concerns that you would like to discuss before you apply, you can contact The Head of Academic Registry directly. At this stage, you may not know what support you may require; however we will be able to discuss the audition process with you and discuss any suitable support. Any information that you do raise will be treated in confidence and will only be discussed with other members of staff with your permission.

Once students start a course at the School, students with a disability will be provided with advice and support with the most appropriate member of staff. If you have a disability or support requirements we recommend you contact the Head of Academic Registry either prior to starting your course or during your first few weeks at the School to discuss any support requirements you may have. This may include support resulting from disabilities such as sensory impairment, learning difficulties such as dyslexia or dyspraxia or mental health difficulties.

We recognise that everyone is an individual and we will work with students to identify potential barriers to training and do what we can to remove those barriers. We will also make any necessary reasonable adjustments, to ensure that disabled students can train at the School. Please see Supporting Students through Studies Policy for further details of how NSCD supports disabled students:

<https://www.nscd.ac.uk/policies-and-procedures/>

Disabled Student Allowance (DSA)

UK students with disabilities (including Specific Learning Difficulties and long-term mental health conditions) can apply for the Disabled Students Allowance (DSA). You can find more information online at <https://www.gov.uk/disabled-students-allowances-dsas/overview>.

DSA usually provides support for students with the specialist equipment and tools necessary to support you with your studies, including software, hardware and study skills support. Unlike a student loan, DSA does not have to be repaid.

Applications are made through your awarding body, for example Student Finance England. In order to apply for DSA the awarding body will require evidence of any impairment or disability.

Any queries relating to learner support should be directed to Jane Perekrest, Learner Support tutor.

Bodywork Provision (Injury & Rehabilitation)

The School has a Bodywork provision to help students better understand and recover from injury and/or, prevent them from developing chronic injuries. There is a cross faculty best practice commitment and intention for an integrative approach. Peer support is actively encouraged in the ethos that training is an act of community.

Close communication and collaboration between the Student Support & Wellbeing Manager, Bodywork Supervisor and Lecturers, support each student's unique journey. I

Along with in-house Bodywork Support Sessions, Integrative Bodywork classes and gym area, the School works in collaboration with local osteopathy, physiotherapy and acupuncture providers. All students are provided with guidance on nutrition and fitness. We also offer help and support in finding a local GP and other NHS services.

Individual Bodywork Support Sessions

The Bodywork Supervisor delivers individual Bodywork Support Sessions with a student centred approach. These include rehabilitation considerations; rest, active rest, supportive exercises, suggestions for class modification, alternative timetable if needed, and advice regarding treatment plan (including external provision). A major part of this process is providing students with self-assessment skills as a way of developing engagement with injury. For example, students will be asked to employ a Self-regulation Worksheet to track the pattern of an injury and the process of somatic patterning/re-patterning toward healthy function. This will also be used by cross curricula staff to monitor progress.

Integrative Bodywork classes

These classes run weekly as part of technical classes. They are an opportunity for developing somatic awareness by restoring energy and re-organizing the body in terms of injury recovery. The intention of the class is to create energetic and structural balance through an amalgam of Somatic Movement practices (experiential anatomy, developmental and evolutionary movement, BMC, yoga,

Pilates). Learning involves solo explorations, partner touch re-patterning work, as well as group exercises.

Bodywork Studio

The Bodywork Studio area has a range of equipment to aid students in working with the body including, Pilates machines, free weights, proprioceptive aids, cardio machines and a stretching/restorative area.

External providers

The School works in collaboration with local osteopathy, physiotherapy and acupuncture providers to support the recovery from injury. The provision is subsidised by the school to ensure all students can access treatment. This happens in close consultation with the Bodywork Supervisor in order to ensure effect return to class and/or rehearsal.

Body mind Learning

Body mind Learning is a curricular class in the Performance in Context module which looks at a range of somatic approaches to exploring resources that we can cultivate in ourselves to enable a grounded and supported movement. Experiential anatomy and principles of somatic psychology offer frameworks that develop inquiry into the processes of human psychophysical development and movement potential. An inquiry to the embodied relational practice for performers enables recognition to what qualities of 'presence' emerge when we attend to the body, ensuring that the dance artist can be adaptable in their response to the changing demands placed upon them in the studio, the rehearsal environment and performance. These skills are encouraged to be actively employed as a preventative measure to injury.

Constructive Rest sessions

These sessions run throughout the week during lunchtimes to support balanced practice and a restoring for the nervous system. These are led by a cross faculty team.

Research in training

Research in this area is ongoing. Cross faculty collaborations are integral with regular attendance to conference and workshops relating to dance and health, in house and at external institutions, as well as through Erasmus exchange.

Student Blog

The Student Blog, Northernisms, is a platform for raising awareness to all aspects of student life. Many students have used it as a forum to express their journey through an injury from both the physical and psychological aspects. [NORTHERNISMS BLOG - Northern School of Contemporary Dance \(nscd.ac.uk\)](http://NORTHERNISMS BLOG - Northern School of Contemporary Dance (nscd.ac.uk))

Mental Health; including conditions that fall under the Equality Act (2010)

The School recognises the challenges faced by students entering Higher Education and that this training 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 the Health & Wellbeing Manager 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 the Health & Wellbeing Manager or Head of Academic Registry in the first instance.

Personal Support Plans

All students who are identified as having a disability will be invited to meet with the Health & Wellbeing Manager and/or Head of Post/Undergraduate Studies to confirm a Personal Support Plan (PSP).

This is a written agreement between the student and the School which describes the type of support which is required and the way in which it will be provided. It is a practical and positive way of informing those teaching and working with students of these decisions. With the student's permission copies are circulated to the members of staff named on the agreement. There will be opportunities to review this plan and make adjustments if needed, but students can also request an appointment to review the plan if they do not feel the support needed is being carried out or is not enough for their needs.

Alternative Assessment Arrangements

Alternative methods of assessment are available to students who, through disability, would benefit from individual consideration in the form of reasonable adjustments, to facilitate their participation in the learning, teaching and assessment opportunities necessary to their successful completion of the course. Teaching staff are aware of the need to consider how students might achieve the same learning outcomes, rigorously tested, through a different assessment process, and tailored to meet the individual needs of the student. We encourage you to make contact with Student Services to discuss what you might need. We would also encourage you to discuss any needs you might have with your module leaders and work with them to agree what alternatives could be employed to enable you to achieve the learning outcomes, ahead of the assessment deadline, to allow time for an alternative assessment to be in place.

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 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.

Part C, Section 4

DATA PROTECTION

TheSchool is a 'Data Controller' of your data, and holds and otherwise process 'personal data' (which may include 'Special Categories of personal data') as defined in the General Data Protection Regulations (2018) about applicants and students which is provided to us by you (or which is otherwise received from third parties) for their own, separate purpose(s), in accordance with their respective Data Processing Statements. Both the School and the Conservatoire are each registered as a Data Controller with the Information Commissioners Office ('ICO').

School Data Protection Officer

If you have any questions about our Data Protection procedures, please contact our Data Manager: dataprotection@nscd.ac.uk

School Data Processing Statement

The NSCD Data Processing Statement is available here: <http://www.nscd.ac.uk/privacy-policies/privacy-policy-students/>

All students signed up to the Terms and Conditions when registering as a student. These are available here: <https://www.nscd.ac.uk/policies-and-procedures/>

Electoral registration (registering to vote)

NSCD is a registered Higher Education Provider with the Office for Students (OfS). Higher education providers that are registered with the OfS and have students who are eligible for electoral registration are required to comply with requests from Electoral Registration Officers (EROS), under regulation 23 of the Representation of the People (England and Wales) Regulations 2001, for information about students which the ERO requires for the purposes of maintaining the electoral register². This requirement is one of the conditions of registration with the OfS that NSCD must meet.

This means that where an ERO contacts the school, they may require the School to provide information to

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

them about any student registered on a course of higher education. Information requested will be information that is required by the ERO in order to maintain registers of students who are eligible to vote in parliamentary and local government electors. The Office for Students also expects that NSCD will cooperate and work effectively in partnership with EROs in this way.

If you want to vote at an election or referendum in the UK, you must be registered to vote.

Can I register to vote?

AGE

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

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

Nationality

You qualify to register to vote if you are:

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

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

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

More information about registering to vote can be found on the Electoral Commission website at the following link:

<https://www.yourvotematters.co.uk/faq/registering-to-vote/as-a-student,-which-address-should-i-use-to-register-to-vote>

PART D: Student Facing Policies & Procedures

Part D, Section 1

Introduction and Policies

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

Inclusivity Policy and Protocols and Policy on Harassment, Sexual Misconduct and Related Behaviours) cover staff as well as students.

The contents of Part D of the Handbook 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
- Harassment, Sexual Misconduct and Related Behaviours
- Data Processing Statement
- Criminal Records Policy
- Student Protection Plan
- Refunds and Compensation Policy

Section 2

Part D Section 2 of the Handbook covers the following Conservatoire policies and strategies:

- Prevent Duty
- Inclusivity Policy and Protocols
- NSCD Codes of Practice

Section 3

In this section of Part D, you can find information on:

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

Part D, Section 1

Support Through Studies Policy

Support Through Studies is designed to support the needs of students and ensure the greatest chance of succeeding in their studies. It is a holistic policy that is used 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. The School 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, known as 'informal frontline resolution', and formal procedures 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 informal frontline resolution might be appropriate (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 frontline resolution is undertaken it does 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 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.

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 their 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.

Reasonable adjustments and learning agreements are also managed under the Support Through Studies policy. It should be clear to you at all times what you have agreed with the School 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 Student Support Manager to request one.

There are 3 formal stages of the Support Through Studies procedure; however, your School might refer you into any stage of the procedure depending on their 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 2 or 3, 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.

Student Complaints Procedure

If a student wishes to make a complaint please remember we are available in Student Services to listen and advise on your options as well as to guide you through the stages of the Complaints process.

NSCD is committed to investigating and resolving genuine complaints from students, and also learning from the outcomes. The Student Complaints Procedure can be found at <https://www.nscd.ac.uk/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>

Northern School defines a complaint as:

"an expression of dissatisfaction by one or more students about an action or lack of action by a Conservatoire School, or about the standard of service provided by or on behalf of a Conservatoire School, which warrants a response."

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)

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 Student Complaints Procedure, you have the right to take any academic complaint to the University of Kent via the 'Grievance to Council' procedure - see for details and also the University of Kent Student Complaints Procedure. Information can be found at the following link:
<https://www.kent.ac.uk/teaching/qa/collaborative/validation/studentinfo.html>

Following completion of the full complaints procedure, you can take your case to the Office of the Independent Adjudicator (OIA), the ombudsman for student complaints (see the 'Completion of Procedures and the Office of the Independent Adjudicator (OIA) section of this handbook).

Academic Appeals

Academic appeals must be submitted directly to your 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 decision of an academic body charged with making decisions on student progression, assessment and 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.

You can request that the Board of Examiners review its confirmed decision via the academic appeals procedure. You cannot appeal simply because you disagree with an assessment result (this is known as 'disagreement with academic judgement'). 'Academic judgement' is a judgement that is made about a matter where only the opinion of an academic expert is sufficient. There are specific grounds under which an academic appeal can be made, and you can make an appeal under any one or more of the stated grounds below:

4.2.1 where there is reasonable ground supported by objective evidence to believe that there has been administrative, procedural or clerical error of such a nature as to have affected the recommendation of the Board of Examiners³; and/or

4.2.2 where there is evidence of illness or other circumstances beyond the student's control that have impacted negatively on academic performance and which the student was, for good reason, unable to

³ Where the appeal is that evidence relating to illness or other circumstances beyond the student's control submitted under mitigation procedures within the prescribed time limit (see 4.2.2. above) was not properly considered by the Board of Examiners, this will be treated as a procedural error.

submit by the published deadline; and/or

4.2.3 Where there is evidence of prejudice or bias or the perception of prejudice or bias against the student.

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 the 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:

University of Kent Academic Appeals Procedure:

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

University of Kent Guidance: <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. Your 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/credit-framework/index.html>

<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, your 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

NSCD 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. The School therefore expects all students to read and be familiar with the non-academic misconduct policy, 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.

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 Student Guide to the Non-Academic Misconduct Policy (see

The Non-Academic Misconduct Policy covers disciplinary procedures for students that your 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</p>
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	Guide). The Officer will refer cases of alleged major misconduct to a Misconduct Panel, for a hearing.
Misconduct Panel	The Misconduct Panel holds a hearing for any case of alleged major misconduct that is referred to it by the Preliminary Enquiry Officer.
Misconduct Appeals Panel	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, and you can also find them in the Guide to the Non-Academic Misconduct Policy (see

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. 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.

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

- Where a student is considered a danger to themselves or others
- A student who might have seriously breached the published School Student Code(s) of Conduct
- 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

Policy on Harassment, Sexual Misconduct 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) 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) Using demeaning, gender-specific terminology;
- h) Intrusive questions and remarks about a person's private life;
- i) Inappropriate remarks about a person's appearance or dress;
- j) Sexually explicit language, jokes, verbal and physical innuendo;
- k) Coercive demands for sexual favours;
- l) Coercive demands for non-sexual favours and/or encouragement of out of character behaviour;
- m) Repeatedly engaging in unwanted interaction, including online/via social media;
- n) 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;
- o) Monitoring the use by a person of the internet, email or any other form of electronic communication;
- p) Watching or spying on another person;
- q) Interfering with the property of another person;
- r) Repeatedly following another person without good reason.

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 or exposed to any of the types of behaviours described above (or similar behaviours). 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 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 their 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.

Data Processing Statement

Data Processing Statement explains how and why will process your data. The statement has 'Schedules' that accompany it that set out the types of data that will process about you and the lawful basis for doing so. Both the statement and its schedules can be found on website at

Criminal Records Policy

The Schools have 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, has a criminal records policy which contains procedures for managing the disclosure of criminal records.

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 a. The Course Summary document 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 your 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. 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 you are charged with and/or convicted of a criminal offence (including receiving a Police Caution, Reprimand or Final Warning), does not require you to disclose this. However, where such matters come to light (including if you choose to disclose this to your 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 lawful basis and conditions for processing this data).

What is a relevant criminal conviction?

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.

Refunds and Compensation Policy

Refunds and Compensation Policy sets out the terms under which will consider circumstances and/or requests for compensation and refunds, and the procedures to follow in doing so. If the Student Protection Plan is triggered, will proactively consider whether there is the need to issue any refunds or compensation without students needing to lodge a request.

defines 'Refund' and 'Compensation' as follows:

'Refund': is the repayment, in full or in part, of a sum of money paid by a, or an appropriate reduction in the amount of sums owed in the future by the student to. This could include tuition fees, or other course costs.

'Compensation' This is a means of redress for recognisable loss suffered by the student, that may or may not be financial. Where deems financial compensation to be an appropriate recompense, this will normally take the form of an amount to recompense for a demonstrable material disadvantage to the student, including material disadvantage arising from a matter which triggers the Student Protection Plan.

Part D, 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.

There is also a School Prevent policy, which can be found at the following link: <https://www.nscd.ac.uk/safeguarding/>

NSCD 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 speak with your school's Prevent single point of contact. The Prevent contact will decide what action should be taken.

Your single point of contact for Prevent is listed here: <https://www.nscd.ac.uk/safeguarding/>.

Inclusivity Policy and Protocols

NSCD is in the process of developing a series of policies and protocol addressing a range of subjects including: gender identity, sexual orientation, religion and belief, race and ethnicity, mental health and well-being, and disability.

This is an on-going project. Additional policies and protocols will be published here: <https://www.nscd.ac.uk/policies-and-procedures/>

Codes of Practice

NSCD's Codes of Practice apply to all staff and students of the school. We believe that the positive behaviours apply to our whole community and that, whilst procedures may as necessary be different for staff and students, our expectations about who we are and the institution we want to be are the same for everyone in the school, regardless of status. It is of the utmost importance to us that in creating and maintaining our inclusive culture and community within NSCD, our graduates and staff go on to continue this inclusivity as they progress on their individual journeys.

The purposes of this Code of Behaviour are:

- To establish the expected behaviours of students registered with NSCD

- 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 that help to create and maintain the 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

Part D, Section 3

Completion of Procedures, the Office of the Independent Adjudicator (OIAHE), and the Office for Students (OfS)

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

The Office of the Independent Adjudicator

NSCD 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.

will issue you with a **Completion of Procedures (CoP) letter** once the internal procedures under the following Conservatoire policies have been exhausted (in fact, 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/ga/collaborative/procedures/collabprocedures2.html#appealsandcomplaints>, the University will issue the CoP letter)
- **Non-academic Misconduct Policy**
- **Support Through Studies policy**
- **Policy on Harassment, Sexual Misconduct and Related Allegations**

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 internal procedures. You can contact if you have any queries.

Once you have received a CoP letter from, 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 will not automatically issue you with a CoP letter. However, in this event you may request a CoP Letter, in which case 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 s internal procedures, you can request a CoP letter from the. In either of the above instances, the Conservatoire will issue you with a CoP letter but will need to explain in it that you have not exhausted the internal procedures and the reason(s) given.

The Office for Students (OfS)

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 NSCD Student Complaints Procedure, found at <https://www.nscd.ac.uk/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 (you should contact the Student Loans Company with any relevant queries: see <https://www.slc.co.uk/>).

Part D, Section 4

Other Policies & Guidelines

Staff & Student relationship Guidelines

These guidelines cover current and former close personal or intimate relationships, however brief, between members of staff and students where the staff member has any responsibility for the student. These include, but are not limited to: marital, sexual, romantic, or emotional relationships whether they are conducted in person or online.

For the purposes of these guidelines, a 'member of staff' should be understood as including but not limited to any individual who is working within the School under a formal contract of employment or as a casual paid worker (including graduate students), and any other individual (such as visiting academics or guest artists) to whom the School offers any of the privileges or facilities normally available to its employees.

A student should be understood as any individual who is studying for an undergraduate or postgraduate qualification, or who is a student on any course.

The School regards the professional relationship between members of staff and students as central to the student's educational development and wellbeing. Professional relationships are any in which the staff member through his or her employment with the School has any educational, administrative, pastoral or supervisory involvement with a student. The School reminds staff and students of the importance of maintaining academic and professional integrity.

Implicit in the professional role of members of staff is an obligation to ensure that conflicts of interest do not arise, and that relationships with students for whom the staff member has any responsibility remain strictly professional, respecting the trust inherent in them.

While the School does not wish to regulate the private lives of its staff, it strongly advises staff not to enter into a close personal or intimate relationship with a student for whom they have any responsibility and alerts them to the complications that may result. To embark on a close personal or intimate relationship with a student often involves difficulties rooted in the inequalities of power as well as problems in maintaining the boundaries of professional and personal life. Also, these relationships could disrupt the teaching and learning environment for other students and colleagues and might lead to accusations of favouritism or bias and undermine trust in the academic process. Equally, the School advises students not to enter into any relationship with a member of School staff with any responsibility for them, as it may lead the staff member to compromise the integrity of their professional relationship. If such a relationship develops, and the student is not sure that a member of staff has disclosed their relationship, they are encouraged to independently advise their Head of Faculty

The School requires that any close personal or intimate relationship with a student for whom a staff member has any responsibility is brought to the attention of the Leadership Team in order that action

can be taken to mitigate any unintended consequences. The member of staff should also disclose any former relationship with a current student for whom they are given or are to be given responsibility. If the staff member is unsure if they have any responsibility for the student, they should declare the relationship to their Head of Department, in order that they can assess the risk of unintended consequences arising. Any declaration of this kind will, so far as possible and subject to the specific provisions these guidelines, be treated in confidence, and every effort will be made to ensure that it does not disadvantage either party with regard to their professional advancement or academic progress.

Anti-Harassment statement

We are committed to the principles of equal opportunities and respect for individuals in creating and maintaining an inclusive environment. We value and celebrate diversity, seeing this as critical to achieving our strategic aims and long-term success. We work to recruit and develop staff and students from a wide range of backgrounds and promote an inclusive culture where:

- We provide a supportive and inclusive learning, working and social environment in which everyone feels that they are valued and can work to achieve their potential;
- We treat all staff and students fairly and equally, and with dignity and respect; and
- The opportunities we provide are open to everyone, and decisions are based on merit and not on people's personal circumstances.

We will not tolerate bullying or harassment of one member of the School community by another and aim to provide an environment where people know that we take such allegations seriously and we all have the confidence to report harassment or bullying without fear of victimisation.

It's important to us that we promote a harmonious work and study environment for every student and member of staff. That's why we treat harassment and bullying very seriously. We don't tolerate bullying or harassment of one member of the School's community by another, or by a third party working on behalf of, or visiting us.

If you believe you're being harassed or bullied by another student or member of staff, we'll work to support you. And we'll deal with any unacceptable behaviour and encourage you to bring any issues forward.

Safe Contact Policy

Teaching dance is a physical activity and appropriate physical contact between students and tutor in class will be useful at certain points in dance training as a means of deepening physical understanding through sensory input.

Tutors will sometimes use touch to illustrate a concept to a student or adjust body parts in support of learning. They will also sometimes demonstrate with students in ways that involve supporting a student/s' weight and/or lifting them from the ground.

NSCD recognises that such physical contact is a potentially complex area; and the School also fully recognises its responsibilities for safeguarding students and teachers, and for protecting their welfare.

The following principles and procedures are in place to fulfil the School's obligations:

- a) All contact will be consensual between tutors and students, and/or between student peers
- b) Contact by the tutors is made with particular awareness of the needs of each individual
- c) Students are entitled to express that they are not willing to receive touch.
- d) All tutors will treat any physical contact with due sensitivity and care, and will emphasise the same in peer to peer tasks which involve contact
- e) Contact will not involve force in any circumstances
- f) Tutors will be mindful of location and avoid situations where they are isolated with a student.
- g) Tutors may note discomfort with a students' attire for class, if they feel it precludes working safely and effectively with contact
- h) Tutors and students should feel free to report any concerns to the Head of Undergraduate Studies, Student Support Manager, Vice Principal, or any member of staff they feel comfortable with
- i) NSCD will consult with students to ensure this policy remains appropriate and relevant.