

**ROYAL ACADEMY
OF DANCE**

Access and Participation Statement

Introduction

1. This Statement sets out how the Royal Academy of Dance maintains fair access to its higher education programmes, promotes student progression and success, and supports wider HE sector efforts to increase and broaden participation in higher education. It has been prepared in line with guidance for providers registered with the Office for Students in the “registered category”.
2. The Royal Academy of Dance exists to promote and enhance knowledge, understanding and practice of dance globally. It does this by educating and training teachers and students and seeks to lead the world in dance education and training and be recognised for the highest standards of teaching and learning. As the professional membership body for dance teachers it seeks to inspire and empower dance teachers, members, students and staff to make innovative, artistic and lasting contributions to dance and dance education throughout the world.

With around 1,000 students on our teacher education and training programmes and around 190,000 students being examined on its syllabi, the Royal Academy of Dance is recognised globally as a centre for excellence in dance training, with branches, representative offices and subsidiary companies in 32 countries and around 12,000 members worldwide.

3. The Royal Academy of Dance is committed to the promotion of dance and dance education, to encourage the participation in dance across all sections of society. Through outreach work in schools, community engagement and specialised projects for boys, older learners and those with specific educational needs, the Royal Academy of Dance aims to broaden the traditional reach of ballet and promote dance as a path to well-being and self-expression for all sectors of society.
4. The charitable objects of the Royal Academy of Dance as set out in its Charter are to:
 - 4.1. elevate and advance the art of dance by promoting the correct tuition of dance in its highest forms, and
 - 4.2. advance education in the art of dance, in particular by:
 - 4.2.1. providing facilities for dance, dance education and training;

- 4.2.2. setting up and maintaining programmes of study for the education and training of dancers, teachers and notators of dance (such programmes to include, but not be limited to, the study of Benesh Movement Notation, whenever appropriate);
 - 4.2.3. setting and conducting examinations in dance and the teaching of dance;
 - 4.2.4. educating, training, assessing, registering, licensing and chartering teachers of dance who meet standards determined by the Board from time to time, and
- 4.3. promoting teaching of dance.

Strategic Approach to Widening Participation and Fair Access

- 5. The Royal Academy of Dance's vision, mission and core values set out its fundamental commitment to engage the widest possible range and number of people with dance globally.
- 6. The Royal Academy of Dance is committed to providing diverse opportunities for those wishing to train as dance teachers. In order to achieve this, Faculty of Education dance teacher training programmes are devised with widening participation in mind, which can be evidenced through acknowledging inclusive practices in learning, teaching and assessment.
- 7. The Faculty of Education's approach to widening access from under-represented groups includes the following initiatives:
 - 7.1. Representation at career fairs in socio-economically disadvantaged areas to attract potential students who may not have considered dance teaching and/or study at undergraduate level a career option;
 - 7.2. Increase online opportunities for engagement with the Faculty of Education for prospective and current students;
 - 7.3. Provide access to bursaries and hardship funding for students once on programme to support continuation of studies;
- 8. The Faculty of Education is committed to supporting retention of students from under-represented groups including those from minority ethnic groups, low socio-economic backgrounds and individuals with additional learning needs and/or disabilities. To achieve this, early

interventions for students who may be at risk of non-continuation are implemented. These interventions include one-to-one tutor support often resulting in individual Study Support Plans being devised, tailored study skills support with a dedicated Study Skills Coordinator and access to a dedicated Student Support and Wellbeing Manager who will work with students on an individual basis to support specific needs.

9. The Faculty of Education recognises that there may be attainment gaps between students from under-represented groups. To-date the Faculty of Education has not seen evidence of this in its student body, which may be attributed to the specialised (individualised) nature of dance teacher education and the current socio-economic and gender makeup of its students. Given the relatively small size of the student body Faculty of Education staff are in a unique position to provide help and interventions for any student who may be identified as needing additional support.
10. The Royal Academy of Dance's international profile in dance teacher education provides a range of opportunities for those wishing to work in the sector nationally and internationally. Given the diversity of the field of dance teaching and the breadth of the education and training received, Faculty of Education graduates including those from under-represented groups have opportunities to engage in a multiplicity of dance teaching contexts, including Royal Academy of Dance outreach programmes, such as *Step Into Dance* and *RADiate*. On its 'After Graduation' page on the VLE, the Faculty of Education offers graduates information on RAD Membership, national and international job opportunities, further study and research, including Library and Research services, and RAD Continuing Professional Development.
11. The Faculty of Education will support students in realising their employment ambitions as dance teachers through one-to-one tutorials, career symposiums as part of programme delivery and facilitating connections with industry professionals and Faculty of Education partners.

Our Ambitions

12. The Faculty of Education has identified the following three objectives for Widening Access and Participation to its university-validated programmes:
13. The Faculty of Education will consult with current students on ways in which they feel the objectives stated below will be achieved. In

addition, the Faculty of Education will seek the views of the student body through its Undergraduate and Postgraduate Programmes Meetings and RAD Awards Programmes Meeting Student Representatives, on areas which they feel could be further developed to increase access and participation to Royal Academy of Dance programmes of study.


Objective	Achieved by:	Measured by:
To increase the number of students from areas of lower higher-education engagement, household income or socio-economic status by 5% in relation to the previous academic year.	Targeted promotion of Faculty of Education programmes of study in low socio-economic areas of the United Kingdom.	Annual review and appraisal of data of student applications from lower higher-education engagement, household income or socio-economic status
	Identifying students through UCAS who may benefit from financial support through bursaries and/or scholarships.	Analysis of acceptance and retention of students from low socio-economic areas of the United Kingdom
To increase the number of mature students participating in Faculty of Education programmes by 5% in relation to the previous academic year.	Through the Royal Academy of Dance marketing and communications network profile case studies of mature students who have engaged in and/or completed a university-validated programme of study.	Annual review and appraisal of data of mature student applications
	To promote tuition fee discounts to Faculty of Education graduates wishing to engage in postgraduate study.	Reviewing applications to postgraduate study by graduates of the Faculty of Education.
	Providing bursary support for male students.	

Objective	Achieved by:	Measured by:
To increase the number of applications from male students wishing to train as dance teachers by 5% in relation to the previous academic year.	To work with dance teachers and external organisations such as Dancers' Career Development, in encouraging male students to consider dance teaching as a career.	Annual review and appraisal of data of male student applications to undergraduate and postgraduate programmes of study and RAD Awards.

Participation will be tracked through compliance with the Office for Students' Condition of Registration 'B3: Student outcomes', evidenced as part of the Faculty of Education's annual quality assurance process.

In compliance with the Equality Act 2010, the Royal Academy of Dance ensures fairness, equality and professionalism in all its dealings and will not tolerate discrimination, harassment or victimisation on the basis of an individual's status or perceived status in any of the following respects, whether directly, indirectly or by association: age, disability, marriage and civil partnership, pregnancy and maternity, race (including ethnic origin, colour, nationality and national origin), religion or belief (including philosophical belief), gender or gender identity (including gender reassignment) or sexual orientation.

The Royal Academy of Dance is responsible for ensuring that it meets its legal obligations in respect of legislation relating to equality. Although this responsibility rests with the Board of Trustees, the Chief Executive is responsible for the management of these obligations, which are delegated to the Executive Board and Head of People.

Created	May 2018
Reviewed by the Policy and Strategy Committee	20 May 2025
Ratified by the Education Sub-committee of the Board of Trustees of the Royal Academy of Dance	9 June 2025
Signed on behalf of the Education Sub-committee of the Board of Trustees of the Royal Academy of Dance by the Chair	
Review Date	May 2026